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ABSTRACT

This study intends to contribute understanding to the relevant antecedents of student development by ascertaining what were salient influences on collegians' lives, or at least what are their perceptions of such influences. Influence may be those specifically tied to the university experience or those influences on their lives in a more general sense. Subjects were 831 seniors who graduated from the University of Texas in May, 1968. A questionnaire was sent to each subject, consisting of five instruments: (1) Biographical Information Form, (2) Sources of Influence Rating List, (3) Orientation Toward College, (4) College Attitude Rating Scales, and (5) Specific Sources of Influence. The major portion of the analyses consisted of computation of distribution statistics for each of the questions. A number of findings are presented under the categories of (1) characteristics of the sample, (2) sources of influence: overall trends, and (3) sources of influence peculiar to sub-groups of students. (Author/BW)

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SIGNIFICANT COLLEGIATE SOURCES OF INFLUENCE

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SIGNIFICANT COLLEGIATE SOURCES OF INFLUENCE

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Research Monograph Number Two

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CONTENTS

RATIONALE FOR THE STUDY 7
Rationale and Previous Research 7
Pilot Study 8
Basic Questions Investigated 9
METHOD 10
Characteristics of the Sample 10
Procedure 13
Statistical Analyses 14
RESULTS 16
Sources of Influence On College Students . . 16
Sources of Influence on Religious Involvement 16
Sources of Influence on Choice of Major . . 17
Sources of Influence on Choice of Occupation 20
Sources of Influence on Participation in Campus Organizations 20
Specific Sources of Influence on Students' Lives (Open-ended Responses) 21
Sources of Influence Rating List 30
Sources of Influence On College Students: A Synthesis 38
Correlational Analyses of Sources of Influence 40
Sources of Influence Correlated with "Sex" . 40
Sources of Influence Correlated with "Income" 45
Sources of Influence Correlated with "GPA" 45
Sources of Influence Correlated with the Six Rating Scales of Satisfaction 45
Sources of Influence Correlated with the Four Orientations Toward College . . . 54
Sources of Influence Correlated with the Four Orientations Toward College: A Synthesis 64
SUMMARY AND DISCUSSION 67
A Summary of Research Findings 67
Characteristics of the Sample 67
Sources of Influence: Overall Trends . . . 67
Sources of Influence Peculiar to Sub-Groups of Students 67
Discussion of the Collegiate Sources of Influence 68
Overview 68
The Impact of the Family 69
Personal Motivation as a Source of Influence 70
The Impact of the Faculty 70
The Influence of Peers 71
Sources of Influence Perceived as Aversive By Students 71
Discussion of Sources of Influence for Sub-Groups 72
Sources of Influence for Women vs. Men . . 72
Sources of Influence Related to Student Satisfaction and Subcultural Orientation 73
REFERENCES 76
APPENDICES 77
Appendix A, Statistical Tables for the Characteristics of the Sample 77
Appendix B, Sources of Influence Questionnaire 83
Appendix C, Additional Statistical Tables for the Sources of Influence on College Students 91
Appendix D, Additional Statistical Table and Figure for the Correlational Analyses of the Sources of Influence on College Students 96
LIST OF TABLES 99

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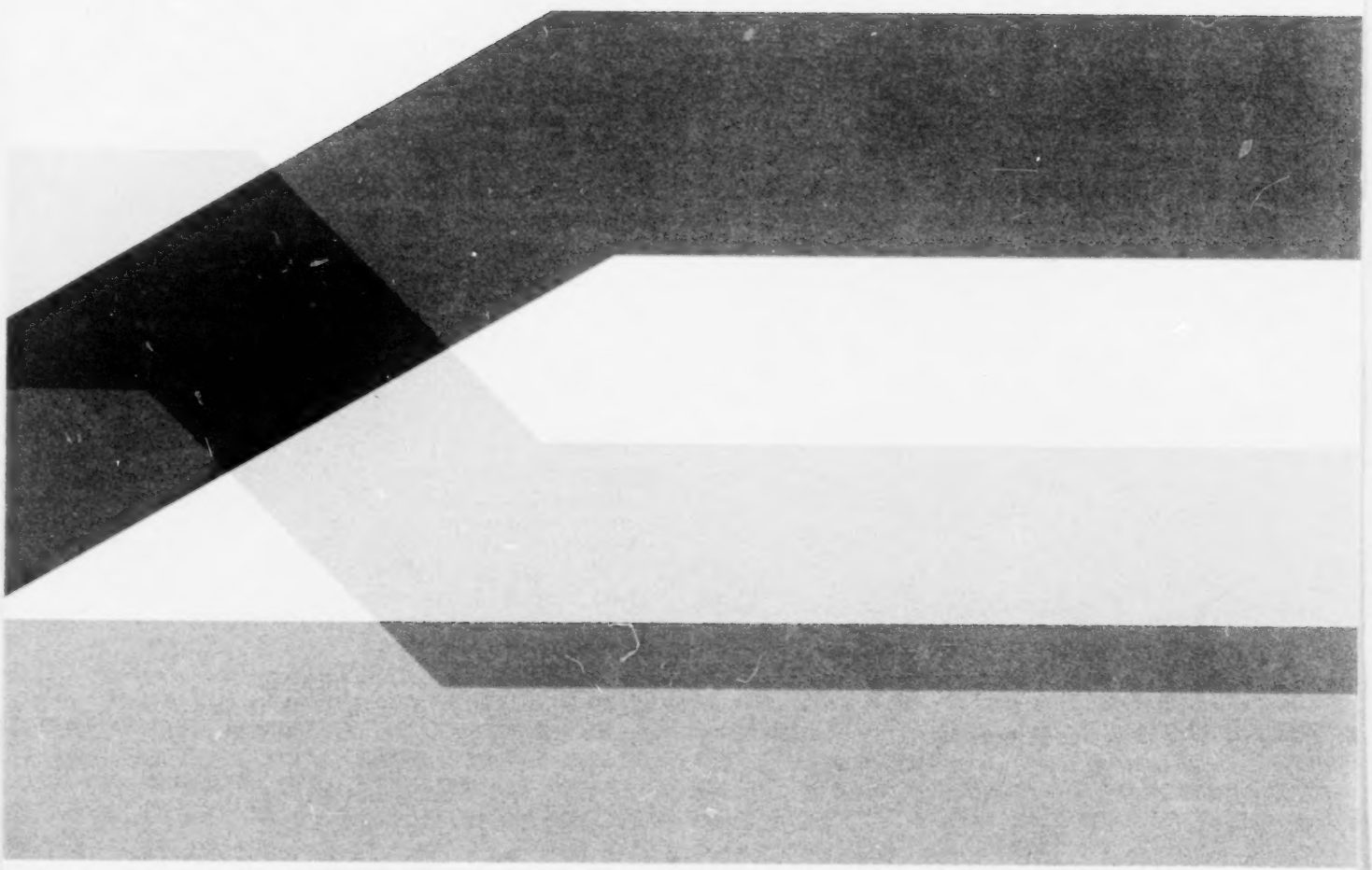

RATIONALE FOR THE STUDY

Rationale and Previous Research

Colleges should provide more than intellectual development and preparation for a career. They are committed also to broadening one's conceptions of life, developing productive life-styles and promoting opportunities for human relationships. These types of collegiate outcomes are difficult to measure. It is even more difficult to isolate the antecedents that were instrumental in bringing about these outcomes.

The present study intends to contribute understanding to the relevant antecedents of student development by ascertaining what were salient influences on collegians' lives, or at least what were their perceptions of such influences. Influences may be those specifically tied to the university experience or those influences on their lives in a more general sense. Studies have already been made both on this campus (Mosby and Appel, 1968, Pannabecker, 1969) and elsewhere (Feldman and Newcomb, 1969) assaying influences on college students either primarily, or secondarily as a part of an investigation on another topic. The present study continues the thrust of earlier, local research undertaken but (a) makes it a primary concern and (b) elaborates the scope of influence inspected.

A number of studies have highlighted the importance of interpersonal influences as the mediating force in attitudinal and behavioral changes during college. Sanford (1962) asserted that while faculty members exert considerable influence toward change, ". . . what students learn in college is largely determined by their fellow students." Gottlieb and Hodgkins (1963) in studying student subcultures reported that both attitudes toward college attendance and amount of influence of the academic environment were determined primarily by students' role-orientation (subculture).

Whittaker (1969), reviewing the student subculture literature, remarked that previous studies have left no doubt, "that what students do learn and find significant in college is determined, or even predetermined, in a very large measure by the basically extracurricular interaction of their individuality and the norms that prevail in their peer groups and *not* by their curricular work per se." (p. 17) He also maintained that 90% of students are "untouched" by their college experience; they are extrinsically motivated, seeking monetary gains from college attendance. He was willing to admit that small but significant changes do take place, however.

In their two volume work, *The Impact of College on Students* (1969), Feldman and Newcomb attempted to integrate both the empirical knowledge and the theoretical propositions generated in recent decades with respect to the effects of college on students. Volume One assessed this evidence while Volume Two tabulated short summaries of selected data which formed the basis of many of the generalizations of the first volume. Some of the research is pertinent to the present study.

In Volume One, Feldman and Newcomb reported that studies of college students had indicated that students were satisfied with the quality of instruction and with the intellectual level of college to a moderate degree; only a minority expressed dissatisfaction.

Feldman and Newcomb spent some time discussing faculty and peers as sources of influence on college students. They found that the impact of either group varied with the area concerned. Faculty had preeminence of influence over the students' educational

aspirations and occupational choices, whereas other students and friends exercised influence over interpersonal relationships and personality development. Teachers influenced students both through their instructional function and as role models. They found that there was some evidence for a "norm of independence," in that many students in the studies were reluctant to admit being influenced by authority figures and even displayed active resistance to such influence on occasion.

The studies of sources of influence summarized in tabular form in Volume Two are described briefly in the six paragraphs that follow. References to these studies may be found in Feldman and Newcomb, Volume Two (1969, pp. 163-171).

Five studies of factors influencing occupation choices and choice of major were reviewed by Feldman and Newcomb. These studies reported important sources of influence to be parents, friends, teachers in high school and college, and advisers and counselors.

Four studies investigated factors influencing religious attitudes or changes in religious orientation. In these areas, courses, professors, students/friends and reading predominated as influences.

Important experiences at college or aspects of college life were the subject of four studies. Results showed that organized social activities, interpersonal relations, informal social activities, and academic matters were significant factors.

In the three studies of contribution to change in personality, students indicated intrapersonal factors, such as interpersonal relations, living arrangements, ideas and intellectual atmosphere as being most important.

Lastly, factors influencing ideas and attitudes toward national affairs and politics were sought in two studies. Results showed courses, reading, and discussions with friends as being most influential.

In an earlier study at The University of Texas at Austin (hereafter referred to as UTA), Pannabecker (1969), although studying a broad area of seniors' perceptions of their collegiate experience, asked the question: "Who or what at the university have been the most meaningful influences on your life?" His subjects indicated that relationships with persons were the most meaningful, professors and instructors being the most frequently cited single source: "friends in general" followed second. In response to the question, "In what ways have these influences been meaningful?" students answered "support and assistance" first; "help develop maturity, self-control and social graces" second.

Pilot Study

With this earlier research as an underpinning, the Research and Developmental Programs staff of the Office of the Dean of Students at The University of Texas at Austin planned a large-scale assessment of influence on college students over several areas of interest. The staff first devised a pilot study in 1967 in order to test out its methodology and refine its instrumentation for the main study the following year.

Questionnaires were mailed to 500 graduating seniors from the Spring, 1967 class. Replies were returned by 134 of them. The *Biographical Information Form, Orientation Toward College* form, and *Specific Sources of Influence* were the materials sent. Basically, five or more specific sources of influence were sought per student. Students were asked to indicate what influences they perceived as having had a significant and possibly lasting effect upon them.

This preliminary study provided much useful information that led to the revised version of the *Orientation Toward College* form finally used, refinement of existing material and inclusion of additional questions in the *Biographical Information Form*, and coding methods and categories for the many free response items.

The graduating class of the following Spring (1968) provided subjects for the present research. It was hoped that they would be able to analyze their recently completed collegiate experience sufficiently to offer the investigators a basis for developing a better understanding of environmental factors having an important impact upon growing personalities.

Basic Questions Investigated

The study was intended to assess *who* or *what* could be identified as having significantly influenced the college student during the course of his college career and as having had a lasting impact on his life in general. These influences may or may not have wrought psychologically measurable changes in his personality. Whether or not students underwent change during their college years was not the significant question pursued in the study. Such changes may be noted in the study, or construed from it, but they are not, per se, the object.

With this in mind, the investigators posed the following questions:

1. What are the background, situational, and attitudinal characteristics of graduating seniors in 1968?
2. Who or what do these seniors specify as having had a significant influence on their religious involvement, choices of major and occupation, and campus organizational participation?
3. Who or what do the seniors indicate as having been important influences on their lives in general?
4. Do differential sources of influence exist with respect to the above mentioned areas for the seniors when the latter are classified into subgroups based on sex, income, grade point average (GPA), subcultural orientation, and degree of satisfaction with the university?

METHOD

THE SUBJECTS FOR THIS STUDY WERE 831 SENIORS WHO GRADUATED with a bachelor's degree from The University of Texas at Austin in May, 1968. A questionnaire was sent to all 2,355 graduates at the time of their graduation. The information presented herein is based on the replies of the 35% of the students who returned the questionnaire.

Characteristics of the Sample[1]

Sex: Questionnaires were returned by 448 males and 383 females. They comprised 54% and 46%, respectively, of the total sample.

Age: The mean age of the sample was 22.2 years, the range spanning 20 to 52 years. Six hundred and five (73%) were either 21 or 22 years old and 712 (86%) ranged from 21 to 23 years—a very homogenous age group.

Ethnic Group: Students in the sample identified themselves as: Caucasian, 787 (94.7%); Latin-American, 19 (2.3%); Negro, 4 (.4%); "Other", 2 (.3%); and Unidentified, 19 (2.3%).

Marital Status: The majority of the respondents, 462 (57%), were single and not engaged; 146 (18%) were single and engaged; 203 (25%) were married; and five (1%) were either separated, divorced or widowed.

Parental Status: Five hundred eighty-four students (70%) stated that both their parents were still living at the time of this study. Another 82 seniors (10%) said their fathers were deceased and 31 (4%) said the same of their mothers. The remainder of the subjects in the sample, 134 (16%), did not answer the question.

[1]A more complete description of the characteristics of the sample may be found in Appendix A.

Parents' Education: The parents of these students were a moderately well educated group. Most of the fathers (67%) had spent at least some time in college; a large percentage of them had graduated from college (43%). The mothers had significantly less formal schooling than did the fathers ($p.<001$). Nevertheless, 58% of them had at least some level of higher education and 29% had completed college.

Parents' Occupation: Two occupations predominated among the fathers of the seniors: business management and entrepreneur. Twenty-nine percent were so employed. Many others (16%) were involved in engineering, architecture, and sales. The bulk of the remainder were employed in a wide variety of professional or semi-professional occupations. Only 29 students (4%) said their fathers were unskilled workers. In summary, these fathers were generally well educated persons with positions mainly in the business world. This observation is confirmed by the students ratings of their fathers' positions on the Hollingshead *Occupational Status Scale*. On a seven category scale where 1=high status and 7=low status, the seniors' fathers were rated a mean of 2.32, indicating relatively high status positions.

The mothers of the respondents rated significantly lower than did the fathers on the *Occupational Status Scale*, (mean=3.22). The difference in mean OSS ratings between fathers and mothers was statistically significant ($p<.001$). Half of these women were housewives. The major other occupations noted were secretaries (14%) and elementary school teachers (10%).

Family Income: The median family income of the students in this sample was in the $10,000-15,000 range. The families of 311 students (40%) earned

over $15,000 a year, and 188 (24%) brought in over $20,000 a year. Only 40 (5%) had an income under $5,000. Consistent with the relatively high status business occupation of the fathers, the student family income proved to be relatively high. Although inflation does render higher incomes less impressive than they once were, there can be characterized as being basically middle class incomes.

Types of College Residence: Half the students lived, at the time of the investigation, in off-campus apartments. The remainder were housed in approximately equal number in varying other kinds of residencies, including home, residence halls, and rooming houses. Seventy-three percent of the seniors had lived in apartments at one time or another during their stay at the university, and 61% had lived in residence halls. Only 68 (8%) of the respondents still lived in residence halls, out of the 511 (61%) who had done so at one time or another. The residence halls apparently were not a very popular place of residence for students in the sample by the time they attained senior status.

UTA Colleges and Schools in Which Students Received Credit: As could be expected, Arts and Sciences ranked first. Six hundred seventy-nine seniors (82%) received credits in Arts and Sciences, two and a half times as many as received credits in the nearest competitor, Business (264, 32%). The seniors also selected to a moderate degree courses in the Colleges of Education (225, 27%) and Fine Arts (178, 22%).

Hours Transferred from Another College or University: Five hundred fifty-three students (68%) reported attending another college or university prior to coming to The University of Texas at Austin. The modal number of hours transferred was in the 1-15 hour range. One hundred ninety-one students (34%) had so transferred.

Home Residence of Students: Ninety percent of the students in the sample graduated from high schools in Texas towns and cities. These high schools were located mainly in the larger population centers of Texas; 39% of the sample came from cities of over 250,000 population (e.g., Houston, Dallas). An additional 24% came from cities of more than 50,000. Sixteen percent came from towns of under 10,000. The largest single group, 22%, came from Southeast Texas.

High residential stability for the student sample was indicated in that 426 (52%) of the respondents had lived in only one town or city prior to graduation from high school. Another 210 (27%) had lived in two or three towns, Only 175 (21%) were highly mobile, having lived in four or more different towns or cities.

Percentile Standing in High School: Incoming students tended to be restricted to the upper percentiles of high school classes. Berrry (1967, p. 9) reported that 89% of the incoming freshmen in 1963-64 were in the upper 50 percent of their high school graduating class and 65% were in the upper 25 percent. Much more restriction in the range of class standing from which UTA students came was noted in the present group of students. Eight hundred sixty-five students (92%) were in the upper 50 percent of their high school classes, and 645 (78%) were in the upper 20 percent. This might be accounted for by higher initial entrance requirements and by the fact that the lower percentile high school students who were admitted may have withdrawn or been dismissed from the university by their senior year. Data from these two studies are not directly comparable. Berry referred to freshmen; the present investigators studied seniors.

University Grade Point Average: The mean GPA for seniors was 2.87 (on a 4 point scale). Two-thirds of the CPA's were in the range 2.43 to 3.31, generally C to B−.

Educational Financing: Students indicated their estimated sources of support of all types, using decile ranges; e.g., 10-20%, or 50-60%. Considering the extreme range of responses, the modal category as well as the mean was examined. On the average, 56% of the students' income came from parents, while they earned 29% of it themselves. Thirty-three percent of the students said their parents provided between 90% and 100% of their support at school, and 16% received no support from parents. Eighty-five percent of the income for the average student among the

respondents was supplied either by his parents or himself. Of the remaining 15% of income, only 3.4% of it came from loans. Apparently, students did not need them or seek them out, or perhaps loans were not widely available. Perhaps students preferred to obtain finances from their parents or work to earn expenses. Slightly more than half of the seniors (54%) said they had been employed in some degree.

Expected Occupation: Three hundred fifty-nine seniors (43%) were expecting to go to graduate school. Another 209 (25%) were undecided and only 239 (29%) indicated a definite "no" regarding graduate study. The remaining 24 (3%) did not reply. These figures suggest that better than half of the graduating class are apt to continue their formal education.

As for their future occupations, the most popular choice was elementary school teachers. One hundred sixty-three seniors (20%) opted for this career. The remainder of the choices were well scattered across a wide range of fields from law to music. At this stage of their lives, 96 (13%) of the students were still undecided about their future. Some of these may have been the male graduates who faced military service and whose occupational decision may have appeared too far off. Others may have been women who may have planned to marry and to defer employment.

A Hollingshead *Occupational Status Scale* analysis of the seniors' occupational choices (on a five-point scale) revealed high aspirations in career choice for the sample (mean=1.83). This finding is consistent with the high status professional occupations of their fathers.

Using a seven-point scale with 1="very certain" and 7="very uncertain," students estimated their degree of certitude about the appropriateness for them of their choice of careers. Three hundred and ninety (46%) said they felt very certain about their choice and 25% more rated themselves relatively certain ("2" or "3"). These data suggest a high degree of confidence about career choice. Only 78 students (9%) felt quite uncertain (rating of "7") about a career choice they had made.

Number of Acquaintances and Friends: This graduating class apparently had been a relatively gregarious group; the modal range of number of acquaintances made in college was 100-199. One hundred seventy-three (21%) gave this response. It is interesting to note the extreme estimates reported. Fifty-two subjects (6%) claimed less than 30 new acquaintances, and 17 (2%) said they had more than 2,000.

Regarding *close friends*, the modal range was 6-10. Responses ranged from "none" to more than 20. It is recognized that the estimates given are gross ones and subject to considerable error, probably in an inflated direction.

Not only did the seniors in this study have many friends and acquaintances, but they enjoyed the amount of social interaction these relationships entailed. They felt, in general, their participation in social activity was moderately active and that there was an adequate amount of it to suit them.

Self-Ratings of Socio-Political Attitudes: This sample of students varied in its social attitude, depending on the topic of concern, from "middle-of-the-road" to liberal. They considered themselves neither conservative nor liberal on economic matters. The mean of 4.01 was a "middle-of-the-road" position on the seven-point scale. Interestingly enough, they considered themselves quite liberal in race relations. In political and sexual matters, they indicated slightly liberal tendencies.

Orientation Toward College: "Collegiate" is the word that best describes this group. The investigators adapted Clark and Trow's categories of philosophies of higher education. They used a 7-point scaling system to indicate the degree of applicability of each of the four orientations. In this scaling system, 1= "orientation is very appropriate" and 7="orientation is very inappropriate." The collegiate orientation was the most representative for the group (mean=3.57). Vocational and academic orientations were the next most appropriate with means of 4.35 and 4.19 respectively. One could safely say that these graduates were not nonconformist in that the mean value for that orientation was 5.25. Three hundred twenty-eight seniors (47%) rated nonconformist "7", very inappropriate. The students under study, as a whole, saw the extracurricular "fun" of college life as highly appro-

priate for them. Preparation for a career ranked second, scholarly pursuits were third, while personal identity concerns and nonconformist thinking were minor aspects of their orientations.

It must be noted that none of the preceding comments refer to single categories of orientations toward college. Students were rating themselves on a priority of appeal basis. They probably would consider all four of the orientations toward college as playing some part in their total outlook. Nevertheless, the contrast between the collegiate and the nonconformist attitudes is striking.

Satisfaction with the University: When judged by the overall and component satisfaction scales, general satisfaction with the university was noted. Subjects were most satisfied with the many things available to do at the university and were least satisfied intrapersonally. Even in this latter scale, slight satisfaction was expressed.

Summary of Characteristics of the Sample: In terms of modal characteristics, the sample studied was a predominantly white, protestant, unmarried group from middle class, urban backgrounds. The seniors tended to range in age from 21-23. Their scholastic performance averaged a C+.

Their parents, particularly the father, had a semi-professional or professional position. The parents provided most of the support for their offsprings' education, although a substantial number of seniors were self-supporting.

A majority of the students in the sample had attended other colleges besides UTA; 90% were Texans, 22% of whom lived in the Southeast portion of the state. They indicated they were quite satisfied with UTA overall and especially with the many things available to do at the university. Looking to the future, they aimed high; their expected occupations ranked high on Hollingshead's Scale.

As for their outlook on life and social issues, this group considered themselves to be moderately liberal overall and somewhat more so in racial matters. Their liberal tendencies were least so with regard to economic matters; in this regard they were "middle-of-the-road."

Lastly, their general orientation toward college, or philosophy of higher education, was in the direction of fun, social life, and extracurricular activities. Nonconformist, "anti-establishment" attitudes were distinctly unpopular.

Procedure

Subjects

The population from which the subjects in this investigation were drawn was composed of all students awarded a bachelor's degree from The University of Texas at Austin at the June 1, 1968 commencement. The names and addresses of these seniors were provided by the colleges and schools in which the students were enrolled.

The cover letter, questionnaire and stamped return envelope were sent to the 2,355 seniors on May 10, 1968. (See Appendix B.) Of that number, 831 (35%) eventually returned the questionnaire. They comprised the sample in the present study.

Instruments

The questionnaire consisted of five instruments: (1) *Biographical Information Form,* (2) *Sources of Influence Rating List,* (3) *Orientation Toward College,* (4) *College Attitude Rating Scales,* and (5) *Specific Sources of Influence.* These instruments are generally similar to those used in the previous pilot study. A fuller description of the instruments used in the investigation follows.

Biographical Information Form: This two-page questionnaire provided the descriptive data, including both familial and collegiate information, for the respondents in the study. The 44 items are basically the Biographical Information Form used by Mosby and Appel (1968) and Pannabecker (1969) expanded to include questions concerning sources of influence on specific topics as well as additional experience at the university. It concludes with a self-rating scale of degree of liberalism-conservatism with respect to economic, sexual, and racial matters.

Sources of Influence Rating Lists: This scale was designed to ascertain the degree to which "people, activities, things, situations, experiences, and incidents

have had an important impact" on the respondents. Items in this scale were thought to tap factors likely to be instrumental in college students' development. Assessment was made by rating each of 46 variables from 1 (no contribution) to 7 (very great contribution). The 46 items on the Rating List were derived from open-ended responses given in the pilot study. Respondents at that time were asked to list five principal sources of influence during their university experience. The range of sources of influence used in the final *Sources of Influence Rating List* extended from "father" and "mother" to an "event of national importance."

Orientation Toward College: Revised from an instrument developed by Clark and Trow[1A] (1960), *Orientation Toward College* attempts to measure four collegiate subcultures or philosophies of higher education. Respondents are asked to indicate how appropriate or inappropriate each described philosophy is with regard to himself. As first developed philosophies were ranked by the subject in descending order of appropriateness. In the present study, the degree of appropriateness-inappropriateness of each orientation was measured on a seven-point scale. In its earlier form, the *Orientation Toward College* has been employed in several studies on the UTA campus, including Mosby and Appel (1968), Pannabecker (1969), and Grieneeks (1968). Appendix B provides a complete description of each of the four orientations. These orientations are summarized below:

Vocational: higher education exists primarily for occupational preparation.

Academic: scholarly pursuit of knowledge and understanding is the main goal of college life.

Collegiate: the extracurricular side of college life is emphasized: dating, cars, fun, football.

Non-conformist: pursuit of personal identity is the primary aim of education; there is deep involvement with ideas, critical detachment, often rebellion.

[1A]The investigators express appreciation to the Educational Testing Service for the form entitled *Orientation Toward College*, © 1965 Educational Testing Service, Princeton, N.J., from which this present form was adapted.

College Attitude Rating Scales: This instrument measures students' degree of satisfaction with each of five major, broad aspects of college life plus an overall reaction to the university. A seven-point scale indicating degree of satisfaction is used. A brief paragraph explaining each area is included. Aspects of college life measured are academic, interpersonal, intrapersonal, physical facilities, and things to do. This is the same form used in earlier UTA research.

Specific Sources of Influence: The final page of the questionnaire requested the seniors to "list and briefly explain five or more specific sources of influence during your University of Texas experience that you perceive as having had significant and lasting effects on you. . . ." In other words, an open-ended question was asked, permitting a paragraph length free response concerning at least five influences. This question gave the student a chance to sum-up, expound on previous answers and simply reflect upon his life and at the same time indicate *how* an influence affected him.

Statistical Analyses

Distribution Statistics and Response Frequencies

The major portion of the analyses consisted of computation of distribution statistics for each of the questions. For some categorical data, the response frequencies were tabulated on a card-sorting machine. For other categorical data and all questions involving continuous data, statistics were obtained by using the computer program DISTAT (Veldman, 1968).[2]

Responses to categorical variables were coded by the investigators either according to categories taken from the literature, such as those used by Anderson and Grieneeks (1966), and Hollingshead (1967). Categories for the major fields of study were constructed from a list of majors available at the uni-

[2]All computer programs were run on the CDC 6600 computer at the Computation Center, The University of Texas at Austin.

versity. Categories for the free-response page of specific sources of influence were generated after inspecting the responses given to the question.

Correlational Analyses

Besides the categorization, enumeration, and organization into types of sources of influence on college students described above, differential analyses were undertaken to determine whether or not sub-groups of subjects perceived sources of influences differently.

Because of complications involved in analyzing the data that were partly continuous and partly categorical, a specially adapted correlational analysis was deemed most feasible. The computer program FACTOR (Veldman, 1967)[3] was revised to provide a correlation matrix for each of the sub-group analyses performed. These analyses were correlational studies using the following independent variables: a) sex b) income c) GPA d) six scales of satisfaction with the university e) Clark and Trow's four *Orientation Toward College* categories.

These 13 variables were correlated with the response data in the following six topic areas of influence:

1. Sources of Influence on Religious Involvement
2. Sources of Influence on Choice of Major
3. Sources of Influence on Choice of Occupation
4. Sources of Influence on Participation in Campus Organizations
5. Sources of Influence Rating List
6. Specific Sources of Influence on Students' Lives (Open-Ended Responses)

[3]Gratitude is extended to Donald Witzke of Research and Development for Teacher Education, The University of Texas at Austin, for writing the subroutines for program FACTOR necessary to complete the analyses.

RESULTS

THE INVESTIGATION SOUGHT TO PROVIDE ANSWERS to the following four questions:

1. What are the background, situational, and attitudinal characteristics of graduating UTA seniors in 1968?
2. Who or what do these seniors specify as having had a significant influence on their religious involvement, choices of major and occupation, and campus organizational participation?
3. Who or what do the seniors indicate as having been important influences on their lives in general?
4. Do differential sources of influence with respect to the above mentioned areas exist for the seniors when the latter are classified into subgroups based on sex, income, GPA, subcultural orientation, and degree of satisfaction with the university?

The results obtained in answer to question one dealing with the principal background, situational, and attitudinal characteristics of the sample have already been summarized in Chapter II, with more complete analyses given in Appendix A. No further description of those results is required. The data appropriate to each remaining question will be presented in turn.

Sources of Influence on College Students

In this section, the results deal with the second and third related questions posed by the study: who or what have influenced these college students? These results are more meaningful if comparative data concerning their attitudes and behaviors at time of entrance into the university and at time of graduation are analyzed. Data permitting pre- and post-comparisons were available regarding religious involvement, choice of major, and participation in campus organizations.

Sources of Influence on Religious Involvement

Background Data: Changing Status of Religious Involvement.[4] Pre- and post-UTA religious affiliations were noted by the respondents in naming their denominational adherence (or lack thereof) both before coming to the university and upon leaving it. They also rated their degree of religious participation at those same periods. These comparative data depict The University of Texas at Austin as an overwhelmingly protestant school in which a process of secularization among the students may be taking place at least to some degree. This secularization process is suggested by the marked decline in self-reported religious activity from the beginning to the end of the college years. A drop in the mean rated level of religious involvement of $-.98$ (on a 7-point scale) from 3.14 (somewhat active) to 2.16 (slightly active) was highly significant ($p.<.001$). The change in the modally preferred category describing degree of religious activity was even more dramatic: "moderately active" to "inactive." The seniors may indeed be religious, but they are showing less inclination toward involvement with the organized church.

Furthermore, the data reveal a slight trend toward less religious affiliation. All denominations except Judaism lost adherents during the college years. The denomination showing the largest drop in religious preference was the Methodist (37 students, 4%). The category registering the largest gain was "none" (96 students, 12%). These data are suggestive of increasing disavowal or ambiguity in the minds of college students regarding their religious status.

[4]More complete statistical information on these background data may be found in Tables C-1 and C-2 of Appendix C.

Whether these data reflect a permanent change in religious orientation or simply a temporary decline in involvement as a function of lack of time due to new interests and involvements, collegiate norms of behavior, or other similar factors cannot be determined from the data.

Reported Sources of Influence on Religious Involvement. When asked to identify influences upon their religious involvement, students often gave multiple responses. Table 1 reports these responses as categorized by the investigators. Because of the multiplicity of response, the percentages add to more than 100%.

Predictably, students' churches and clergy played an important part in their religious involvement. However "Church" was not the most important classification of sources of influence; the students' own internal, personal needs, feelings, and experiences had a greater impact. Their attitude *vis-a-vis* religion was determined therefore by intrapersonal factors more than by any single external factor.

The most important specific source of influence was the immediate family. In contrast, educational influences were of minor significance. Contrary to the data reported in Feldman and Newcomb, 1969, professors or classroom experiences were not perceived as very instrumental in influencing religious involvement. Given the earlier discussion on increasing religious inactivity and the low frequencies for educational influences, the conclusion emerges that the reason for decline in religious activity lies in areas other than the formal classroom setting.

Sources of Influence on Choice of Major

Background Data—Students' Majors. Upon entering the university, students selected primarily physical sciences and mathematics, humanities (e.g., English, foreign languages), social sciences, and engineering and architecture in that order as majors. However, by the time of graduation, the most predominant majors were in the social sciences, physical sciences and mathematics, business and humanities.[5]

The data in this study confirm what has recently

TABLE 1

Frequencies for Sources of Influence Affecting Religious Involvement

Source of Influence:	n	%	N
(1) INTRAPERSONAL:			292
Self: needs, desires, etc.[a]	111	13.3	
"Time" (e.g., lack of time to attend church)	97	11.9	
Personal philosophy as basis of behavior	79	9.5	
A religious experience	5	.6	
(2) CHURCH:			215
Local minister	57	6.6	
Informal church activities	57	6.6	
Local churches	48	5.5	
Specified denomination (e.g., Church of Christ)	32	3.9	
Hometown church	14	1.7	
Hometown minister	9	1.1	
(3) FRIENDS:			147
Local friends	77	9.3	
Spouse, "steady," fiancé(e)	58	7.0	
Hometown friends	5	.6	
Hometown adults	4	.4	
Local adults	3	.4	
(4) FAMILY:			123
Immediate family	121	14.6	
Other relatives	2	.3	
(5) EDUCATIONAL:			89
Courses	59	7.1	
Books	19	2.4	
College teachers	11	1.3	
TOTAL			866
(6) ADDITIONAL RESPONSE DATA:			259
No response	148	17.7	
Vague responses	42	5.1	
There was no such influence	69	8.3	

Note.—Percentages are based upon the number of *subjects* who gave the response out of the total number of respondents (N=831), not upon the number of *responses* out of the total number of responses made. Because of multiple responses, the percentages add to more than 100%.

[a] e.g., "I needed to go to church"; "I wanted to go to church where my friends went."

been labeled as "the rush to the social sciences." The social sciences gained two ranks to the number one position among categories of majors. They showed a 71% increase in numbers of students selecting that area of study as a major. Business, humanities, and education also reflected moderate gains. These gains appeared to have been made at the expense of engineering and architecture which lost 30% of the number of students selecting them as majors. The data do not permit analysis of which individuals switched to which majors. Only global trends can be seen. Nevertheless, it is clear that the physical sciences and the applied fields derived from them appeared to be losing favor among students as determined by frequency of selection as a major.

Reported Sources of Influence on Choice of Major. When asked to identify influences on their selection of a course of study at the university, some 1,128 codable sources of influence were given. These replies are described in Table 2.

Again, "intrapersonal factors" is the most important classification of sources of influence. Students felt they chose their majors simply because they were interested in them; the majors "fit" them or appealed to them. Many also appeared to choose the major because of its attributed characteristics.

"Family" still rates as an important influence here but is less impactful than influences related to the educational institution. "College teachers" ranks as the fourth most influential single category of influence. Collectively, categories within the "educational" classification have an impact second only to "intrapersonal" factors. It may be, however, that educational and familial sources were responsible originally for directions taken, although these decisions are now attributed to "intrapersonal' considerations.

[5]Complete data may be found in Tables C-3 and C-4 of Appendix C.

TABLE 2

Frequencies for Sources of Influence on Choice of Major

Source of Influence:	n	%	N
(1) INTRAPERSONAL:			531
Personal interest: affinity[a]	215	26.4	
Personal interest: vocational[b]	165	20.3	
Delimiting factors[c]	82	10.0	
Previous experience	69	8.4	
(2) EDUCATIONAL:			335
College teachers	117	14.4	
College courses	70	8.7	
High school teachers	92	11.2	
High school courses	56	6.9	
(3) FAMILY:			151
Immediate family	131	15.9	
Other relatives	20	2.4	
(4) OTHER RELATIONSHIPS:			111
Other adults	53	6.4	
Friends	50	6.3	
Spouse, "steady," fiancé(e)	8	.9	
TOTAL			1,128
(5) ADDITIONAL RESPONSE DATA:			142
No response	57	6.9	
Vague response	22	2.5	
"Miscellaneous"	51	6.3	
There was no such influence	12	1.3	

Note.--Percentages are based upon the number of *subjects* who gave the response out of the total number of respondents (N=831), not upon the number of *responses* out of the total number of responses made. Because of multiple responses, the percentages add to more than 100%.

[a]e.g., "I was always fascinated by mathematics"; "I like to work with people."

[b]e.g., "The field promises a good-paying job later"; "I need the subjects to get into medical school."

[c]e.g., "Delimiting factors" refers to restrictions on choice of occupation or major as a result of some prior restrictions such as previous grades, finances, physiological limitations, previous courses of study, outside pressures, etc.

TABLE 3
Frequencies for Sources of Influence on Choice of Occupation

Source of Influence:	n	%	N
(1) INTRAPERSONAL:*			477
Personal interest: affinity	235	28.3	
Personal interest: vocational	131	15.9	
Delimiting factors	83	10.0	
Altruistic reasons	28	3.4	
(2) OCCUPATION RELATED:			228
Job potential (i.e., qualities inherent in the occupation)	118	14.2	
Previous experience with the occupation	110	13.2	
(3) EDUCATIONAL:			193
College teachers	95	11.4	
College classes	72	8.7	
High school teachers	21	2.5	
High school classes	5	.6	
(4) OTHER RELATIONSHIPS:			133
Other adults	59	7.2	
Friends	45	5.7	
Spouse, "steady," fiancé(e)	29	3.5	
(5) FAMILY:			113
Immediate family	105	12.7	
Other relatives	8	.9	
TOTAL			1,144
(6) ADDITIONAL RESPONSE: DATA:			186
No response	85	10.1	
Vague responses	72	8.7	
There was no such influence	29	3.5	

Note.—Percentages are based upon the number of *subjects* who gave the response out of the total number of respondents (N=831), not upon the number of *responses* out of the total number of responses made. Because of multiple responses, the percentages add to more than 100%.

*See footnotes to Table 2, for explanation of categories under this classification. Let the description of "Personal interest: vocational" read: e.g., "It's a good paying job."

TABLE 4
Frequencies for Sources of Influence on Organizational Participation

Source of Influence	n	%	N
(1) PERSONAL BENEFIT:			405
Sense of belonging	143	17.3	
Personal growth	122	14.7	
Undifferentiated personal benefit	92	11.1	
Vocational benefits	48	5.8	
(2) ORGANIZATION ITSELF:			172
Organization *not* worthwhile	112	13.6	
Organization *is* worthwhile	60	7.2	
(3) TIME CONFLICT:			106
Because of school demands	31	3.7	
Undifferentiated ("No time" in general)	23	2.8	
Lack of opportunity to participate	20	2.4	
Because of job demands	17	2.1	
Interpersonal*	15	1.8	
(4) MISCELLANEOUS:			113
Did not participate in organizations	50	6.1	
Other reasons	40	4.7	
"Impossible to say"	14	1.7	
Personal regrets (wanted to participate but could not)	9	1.2	
TOTAL			796
(5) ADDITIONAL RESPONSE DATA:			247
No response	240	28.8	
There was no such influence	7	.9	

Note.—Percentages are based upon the number of *subjects* who gave the response, (N=831); not upon the number of *responses* out of the total number of responses made. Because of multiple responses, the percentages add to more than 100%.

*e.g., "I spent all my spare time dating."

Sources of Influence on Choice of Occupation

Students were next requested to indicate who or what influenced their choice of the occupation they expected to engage in upon finishing their schooling. Table 3 summarizes the results. Because of the similarity of subject matter in Table 2 and Table 3, the categories are almost identical.

Intrapersonal factors continued to be the highest ranking classification of sources of influence. The categories under this designation were mentioned twice as frequently as the next most often mentioned classification, "occupation related" sources. This latter classification would seem to be the kind of influence that would have predominance on choice of future employment. Instead, students evidently assign their own motivations the major role.

Formal education sources of influence rated a moderately strong response. The influence of the student's family was relatively less important although "immediate family" as a single category remained important.

Sources of Influence on Participation in Campus Organizations

Background Data—Frequency of Participation in Campus Organizations.[6] In their senior year at the university, 484 subjects (60%) held memberships in campus organizations. Two hundred nineteen of these (45% of those with memberships) held some kind of leadership position and 114 (24%) were active members. Only 150 (31%) were inactive. Since leadership in school groups generally devolves upon students more experienced in such groups, the high percentage of leadership positions among seniors belonging to campus organizations is understandable. These data indicate that the sample of seniors studied was a gregarious one, at least in the sense that they were disposed toward participating in organizational activities on campus.

[6]Complete statistical data for this topic are reported in Appendix C, Tables C-5 through C-8.

The number of students belonging to campus organizations varied from year to year with a peak in membership in the junior year, as the data in the following scheme indicate:

Year	N	%
Freshman	424	51
Sophomore	444	53
Junior	497	60
Senior	484	58

There is variation also in the number of memberships from year to year in the various *kinds* of campus organizations. Initial concentration of memberships lay in social, athletic, musical, publications, and governing organizations. Seniors turned more toward professional, academic, honor, or service organizations and special interest clubs. They belonged to organizations with slightly less frequency than they did as juniors and chose organizations geared more toward the world of work in which they would be involved after graduation.

Concerning living-group organizations (fraternities, co-ops, e.g.), 399 seniors (47%) said they were members and 228 (58% of the members) said they were active in these organizations.

This gregarious sample of UTA seniors evaluated their participation in campus organizations in a highly varied manner. On a scale in which 1="waste of time" and 7="most important part of college experience," the relatively neutral mean rating of 4.1 seems to have resulted from an almost equal number of respondents who were favorably and unfavorably disposed toward their organizational participation.

Reported Sources of Influence on Participation in Campus Organizations. Students were asked to list the specific factors that influenced their joining the organizations they mentioned and their evaluating them in the manner they did. The 584 seniors who responded to the question indicated a total of 796 sources of influence. Table 4 describes these data.

Students in this sample appeared to involve themselves in organizations primarily because they perceived personal benefits accruing to them from that involvement. They felt a strong desire to "belong" to something, a common enough desire among youth. They also sought out organizations as a means of personal development.

Of the 172 students who commented on the utility of the various organizations, 112 said they were not worthwhile. Only about half that number considered them to be worthwhile entities. It could possibly be that persons satisfied with participation in campus organizations are more likely to forego comment on that fact, whereas those with an unhappy encounter would be more likely to complain. On the other hand, student responses could be reflective of an increasingly negative impact organizations have had.

Specific Sources of Influence on Students' Lives (Open-Ended Responses)

On the final page of the questionnaire, the graduating seniors were asked to describe briefly five or more specific sources of influence during their UTA experience that they perceived as having had lasting and significant effects upon their personality, attitudes, behavior, and goals. These influencess could be persons, organizations, events, or activities. The open-ended responses enabled students to enlarge upon what they meant by a particular source of influence and to clarify earlier, briefer structured answers to other questions. Some 580 subjects (70%) did respond to the question, averaging slightly over five codable sources of influence responses each.

Sources of Influence Reported in the Open-Ended Response Question. Several methods of grouping the enormous number of coded responses (N=3,241) were attempted. Ultimately, source of influence responses were divided under two basic headings: (1) those which pertained directly to collegiate (institutional) factors; (2) those which dealt with other (not specifically collegiate) aspects of the student's life.

Reported Sources of Influence on Students' Lives. "Peer influence" must be considered the most prominent result in Table 5. The classification, "Friendships," was indicated more frequently (N=486) than any other in the table. These influential persons were either personal friends, fellow members of organizations, spouses, dates and even roommates. In fact, other *persons* had the biggest impact on students' lives. The next most important classification of influences in the *Directly Collegiate* division of the data was "Teachers", primarily professors in their role as models of behavior. The university appeared to have its impact upon these students through the opportunity it provides for interpersonal contact.

The more "institutional" aspects of the university, such as facilities, classes and organized events, were considered less central to their experience. Of little perceived general influence were members of the university staff, such as administrators, counselors, advisers and departmental personnel.

TABLE 5

Frequencies for Specific Sources of Influence on Students' Lives (Open-Ended Responses)

DIRECTLY COLLEGIATE INFLUENCES

Source of Influence Classifications and Categories	n	%	N
(1) FRIENDSHIPS:			520
a) Friends and acquaintances (personal and organizational)	195	23.5	
b) Spouse, "steady", fiancé(e)	181	21.8	
c) Roommates and co-residents	110	13.2	
(2) TEACHERS:			435
a) as models	232	27.8	
b) as teachers	156	18.5	
c) as advisers	47	5.7	
(3) CLASSES:			330
a) Content of classes	87	10.5	
b) Course of study, academic area, Plan II	77	9.2	
c) Grades, academic achievement or failure	72	8.7	
d) Related class activities (i.e. tutoring, student teaching)	34	4.1	
e) Classmates	34	4.1	
f) Qualities other than content (i.e. size of, conduct of)	26	3.1	

NOT SPECIFICALLY COLLEGIATE INFLUENCES

Source of Influence Classifications and Categories	n	%	N
(1) PERSONAL GOALS:			397
a) Increasing personal worth (i.e., self expression, development, growing up)	97	11.7	
b) Developing religious, philosophical, political & altruistic ideals and traditions	73	8.9	
c) Coping with undifferentiated goals (i.e., desires, likes-dislikes, frustrations)	72	8.7	
d) Attaining academic goals (i.e., knowledge graduate school, research, ideas)	50	6.0	
e) Achieving social acceptance (i.e., status, friendship, popularity)	44	5.3	
f) Selecting vocational objectives (i.e., job training and career choice)	40	4.8	
g) Acquiring money (i.e., need for, opportunities provided by)	21	2.5	

TABLE 5 (continued)

DIRECTLY COLLEGIATE INFLUENCES				NOT SPECIFICALLY COLLEGIATE INFLUENCES			
Source of Influence Classifications and Categories	n	%	N	Source of Influence Classifications and Categories	n	%	N
(4) ORGANIZATIONS			327	(2) EXPERIENCES AND EVENTS:			349
a) Fraternal	118	14.2		a) Local experiences (e.g. job, city atmosphere)	53	6.4	
b) Existence and/or activities of radical-liberal groups	61	7.3		b) Movies, TV, books	45	5.4	
c) Other social organizations and groups	52	6.3		c) Parties, bull sessions	44	5.3	
d) Vocational and academic	21	2.5		d) Experiences away from UT (e.g. job, other colleges)	39	4.7	
e) Service and performing	21	2.5		e) Leadership position	38	4.6	
f) Intramurals (as participant)	17	2.1		f) Unique personal experience	34	4.1	
g) Union committee	17	2.1		g) Dating	27	3.2	
h) Student government	11	1.3		h) Important local events	22	2.7	
i) Political groups in general	9	1.1		i) Travel	17	2.1	
				j) Hometown experiences	11	1.3	
				k) Drug and alcohol experiences	11	1.3	
				l) State, national, international events	8	1.0	

TABLE 5 (continued)

DIRECTLY COLLEGIATE INFLUENCES				NOT SPECIFICALLY COLLEGIATE INFLUENCES			
(5) FACILITIES AND QUALITIES OF UNIVERSITY:			309	(3) HOMETOWN:			197
a) Housing (experience, atmosphere, programs)	85	10.2		a) Nuclear family	101	12.1	
b) Reaction to the university experience (exposure to new environment, being away from home)	63	7.6		b) Mother and father	49	5.9	
c) Facilities and qualities, undifferentiated (i.e., size, atmosphere)	61	7.3		c) Brother and sister	16	1.9	
d) Academic and social atmosphere	48	5.8		d) Other relatives	16	1.9	
e) Rules, bureaucratic structure, administrative policies	31	3.7		e) Hometown persons (non-family)	15	1.8	
f) Libraries and related facilities	21	2.5					
Source of Influence Classification and Categories	n	%	N	Source of Influence Classification and Categories	n	%	N
(6) STAFF:			114	(4) MISCELLANEOUS:			148
a) Departmental personnel (individually, or as unit)	45	5.5		a) People in general	68	8.2	
b) Counselors, advisers, (including those in residence halls)	30	3.7		b) Social conditions (war, poverty, etc.)	38	4.6	
c) Administration (individually or as unit)	26	3.1		c) Time press (i.e., conflict with job, studies, "just don't have time")	23	1.9	
d) Other employees	13	1.6		d) Mythical and historical persons (e.g., JFK, Christ, M. L. King)	19	2.3	

TABLE 5 (continued)

DIRECTLY COLLEGIATE INFLUENCES				NOT SPECIFICALLY COLLEGIATE INFLUENCES			
(7) ORGANIZED EVENTS:			78	(5) RELIGIOUS:			71
a) Cultural entertainment events	36	4.3		a) Churches, religious institutions	27	3.3	
b) Athletic events (as observer)	28	3.4		b) Religious organizations (including the YMCA)	24	2.9	
c) "Challenge"	14	1.7		c) Minister, religious worker, "guru"	20	2.3	
TOTAL			2,079	TOTAL			1,162
			OVERALL TOTAL	3,241[a]			

Note.—Percentages are based upon the number of *subjects* who responded out of the total sample (N=831). Because of multiple responses the percentages add to more than 100%.
[a]Subjects not responding=251; nonclassifiable responses=70.

The sources of influence reported most often that were classified as *Not Specifically Collegiate* involved students' goals. These goals dealt mainly with growing up, developing their personalities in the context of an "adult world," and philosophical or altruistic ideals. Experiences and events in the university area, at home or in the world at large also rated as important factors.

On the other hand, religious influences received minimal mention. One might also note how small a role social awareness of social action types of influences played in the thinking of these students. Only 39 students (4.6%) indicated "social conditions, (war, poverty, etc.)" as a source of influence. "Existence and activities of radical-liberal groups" as a category in the *Directly Collegiate* division mustered response from 61 students (7.3%). Even "drug and alcohol experience" generated slight response. It might well be that this lack of impact by the social issues of the day can be tied to the kind of philosophy of higher education that typifies this group—the "collegiate." Interest in parties, athletics, and college whoopla can effectively block out the impact of these other types of issues. However, the paucity of response seems to indict as well students of orientations other than collegiate. These students may be reflecting an apathy of the public at large regarding these matters, or they may not feel social issues to be immediately relevant or vital to them, whatever their personal opinions of the issues.

Sources of Influence Considered Aversive in Nature. Reporting merely that a person, event, or institution had an impact on a student's life and thinking omits a rather vital bit of information: the quality of the influence. Did the college professor influence the student to go on to graduate school or cause him to loathe the course? With this thought in mind, the researchers coded the categories already seen as being either positive or aversive, i.e., they marked one "+" or "−" depending on whether the writer described the influence in negativistic, hostile terms or not. Tables 6 through 9 were the outcome.

Tables 6 and 7 deal with the aversive responses on this part of the questionnaire in terms of frequency and percentage of their occurrence according to the

major classifications of sources of influence already used in Table 5. The data on aversive sources of influence (in terms of classifications and individual categories) are thus listed on a *frequency of occurrence and percentage of occurrence* basis. That is, classifications and categories are ranked in order of decreasing importance: (a) in the sense of absolute frequency of aversive response and (b) in the sense of relative frequency of aversive response *out of the total frequency of response* for that classification or category. An item that reported 9 of 10 responses negative (90%) had a stronger degree of "aversiveness" than an item that reported 50 of 100 responses negative (50%) but was a less widely felt aversive influence because nine and not fifty students so wrote the response. Both views were deemed important.

TABLE 6

Rank Ordering of the Percentage of Response for the Major Classifications of Aversive Sources of Influence on Students' Lives (Open-Ended Responses)

DIRECTLY COLLEGIATE INFLUENCES		NOT SPECIFICALLY COLLEGIATE INFLUENCES	
Source of Influence Classification:	N	Source of Influence Classification:	N
1. Classes (3)	104	1. Experiences and events (2)	71
2. Facilities and Qualities of University (5)	99	2. Goals (1)	65
3. Organizations (4)	74	3. Miscellaneous (4)	60
4. Teachers (2)	68	4. Hometown (3)	21
5. Staff (6)	48	5. Religious (5)	8
6. Friendships (1)	40		
7. Organized events (7)	5		
TOTAL	438	TOTAL	225

Note.—Numbers in parentheses are the rankings given the classifications in Table 5.

TABLE 7

Rank Ordering of the Percentage of Response for the Major Classifications of Aversive Sources of Influence on Students' Lives (Open-Ended Responses)

DIRECTLY COLLEGIATE INFLUENCES		NOT SPECIFICALLY COLLEGIATE INFLUENCES	
Source of Influence Classification:	%	Source of Influence Classification:	%
1. Staff (6)	42.1	1. Miscellaneous (4)	40.5
2. Facilities and Qualities of University (5)	32.1	2. Experiences and events (2)	20.3
3. Classes (3)	31.6	3. Goals (1)	16.3
4. Organizations (6)	22.7	4. Religious (5)	11.3
5. Teachers (2)	15.6	5. Hometown (3)	10.6
6. Friendships (1)	8.2		
7. Organized events (7)	6.4		
TOTAL	21.1[a]	TOTAL	19.3[a]

Note.—Percentages refer to the percentage of responses to *the particular category* that were considered negative. Numbers in parentheses are the rankings given the classifications in Table 5.
[a]Represents the percentage out of the total of all responses in this analysis which were classified as aversive.

TABLE 8

Rank Ordering of the Percentage of Response for the Major Categories of Aversive Sources of Influence on Students' Lives (Open-Ended Responses)

DIRECTLY COLLEGIATE INFLUENCES		NOT SPECIFICALLY COLLEGIATE INFLUENCES	
Source of Influence Category:	N	Source of Influence Category:	N
1. Grades, academic achievement or failure	43	1. Coping with undifferentiated goals (desires, likes-dislikes, frustrations)	24
2. Teachers as teachers	38	2. People in general	24
3. Rules of University, bureaucratic structure, administrative policy	31	3. Social conditions (e.g., war, poverty)	23
4. Fraternal organizations	28	4. Unique personal experience	20
5. Existence/activities of radical-liberal groups	28	5. Important local events	15
6. Teachers as role models	26		
7. Facilities and qualities of university in general (size, etc.)	26		
8. Departmental personnel	20		
9. Administrative persons	17		
10. Spouse, "steady", fiancé(e), dates	16		
11. Academic and social atmosphere	15		
12. Qualities of classes other than contents (e.g., size of)	15		

Note.—For a category to be included in this table, at least 15 students wrote about it as an aversive influence upon them.

TABLE 9

Rank Ordering of the Percentage of Response for the Major Categories of Aversive Sources of Influence on Students' Lives (Open-Ended Responses)

DIRECTLY COLLEGIATE INFLUENCES		NOT SPECIFICALLY COLLEGIATE INFLUENCES	
Source of Influence Category:	%	Source of Influence Category:	%
1. Rules of University, bureaucratic structure, administrative policy	100.0	1. Important local events	68.1
2. Administrative persons	65.3	2. Social conditions (e.g., war, poverty)	60.5
3. Grades, academic achievement or failure	59.7	3. Unique personal experience	58.0
4. Qualities of classes other than content (e.g., size of)	57.6	4. People in general	35.2
5. Existence/activities of radical-liberal groups	46.0	5. Coping with undifferentiated goals (desires, likes-dislikes, frustrations)	33.3
6. Departmental personnel	44.0		
7. Facilities and qualities of University in general (size, etc.)	42.6		
8. Academic and social atmosphere	31.2		

Note.—Percentages refer to the percentage of responses out of the total number of responses to that *particular category* that were considered negative.

To be included in this table a category had to (a) appear in Table 8, and (b) be aversive in nature in at least 30% of its appearances in students' responses.

Directly Collegiate Influences. Hostile reactions were directed mainly against college classes. Because teachers were not viewed so negatively, hostility was apparently being expressed more against aspects of the classroom other than the instructor himself. In terms of *degree* of negative response, 31.6% of the responses involving classes as a source of influence were considered aversive, but only 15.6% of those involving teachers were so considered. Furthermore, inspection of the apropos individual categories (i.e., sub-units comprising a classification) in Tables 8 and 9 reveal the category "grades, academic achievement or failure" as the most aversive in percentage of response. Individual categories of influence pertaining to teachers were also considered as aversive quite frequently (Table 8) but were much less aversive from a percentage point of view (Table 9).

The "facilities and qualities" of the university were perceived as rather aversive influences; 32% of the respondents were hostile. Whenever the administration was mentioned, the connotation was unfavorable. The entire group of 31 students who wrote about the rules and general bureaucratic-administrative makeup of the university as being sources of influence upon them wrote of that topic in a hostile vein. Administrative persons and departmental personnel fared only somewhat better. Sources of influence categories in the entire area of university structure produced negative reactions generally. Although the university staff was not mentioned often as a source of influence on the students, it possessed a strong probability for unfavorable (aversive) mention (42.1% negative occurrence, the *most* negative percentage in the Division).

Not Specifically Collegiate Influences. "Experiences and events," "Goals," and "Miscellaneous," were the classifications that absorbed most of the aversive responses, both in frequency and in percentage terms. Idiosyncratic events, experiences, frustrations were perceived as being the untoward sources of influence involved. Some few students apparently had problems with interpersonal dealings on a broad scale and reported "people in general" as an aversive source of influence.

In summary, university structure or "establishment" factors along with unpleasant aspects of the classroom situation were the elements perceived as the more infelicitous influences on the students in the more *Directly Collegiate* area. Idiosyncratic experiences and goals bore the brunt of unfavorable comment of a *Not Specifically Collegiate* nature.

Sources of Influence Rating List

Introduction. "All of us are aware that people, activities, things, situations, experiences, and incidents have had an important impact upon us in shaping us into the kinds of persons we are." With this as part of the introduction, students were asked to respond to the *Sources of Influence Rating List.*

The *Sources of Influence Rating List* attempted to tap the same source of influence variables assessed in the open-ended essay response question discussed above. The influence categories were derived from responses to the pilot study carried out in 1967 by the research team. Instead of written, unstructured essay responses, the seniors were to rate (on a seven-point scale in which "1=very little contribution" and "7=very great contribution") 56 pre-selected influences in terms of their contributions toward making them the kinds of persons they had become. The directions requested the student to leave the item blank if he had no contact with that particular source of influence. The number of subjects responding to each item varied from a low of 199 on "Y Committee" to a high of 811 on "mother."

The investigators decided not to consider lack of response to the item as a "0" rating of "no contribution" (as if an eight-point scale were used) that would weight the means toward that lower end of the continuum. Instead, they employed two tables, the first (Table 10) of which rank-orders the results according to total frequency of response to ratings 5-6-7 on the seven-point rating scale. The N's for responses on these points were summed over all subjects, reflecting the importance of a given item as a source of influence in the sample. Individual frequencies for each of the three ratings, 5, 6, and 7

are indicated; and in addition, the total frequency for ratings 1, 2, 3, and 4 are shown for each item. These latter rating frequencies were considered indications of a lesser contribution made to students. Means, medians, and standard deviations are also provided for each item to permit further comparisons.

The second table (Table 11) provides data on the strength of the sources of influence given. Whereas Table 10 presents data on how pervasive or widespread the particular source was found. Table 11 attempts to appraise how *strong* an influence it was *for those who considered it an influence for them.* Table 10 ranks influence categories in terms of the frequency with which each was considered as making a great contribution (defined as 5, 6, or 7 ratings). Table 11 lists items in descending order or percentages of respondents (responding in 5-6-7) considering the item as highly influential. Only the ratings of those students who responded to the item were considered. Slight changes in the rank-ordering of items occurred; these changes depended on the basis of the ranking.[7] However, the overall order of significant and insignificant sources of influence remained, irrespective of the method.

[7]Ranking of the 46 categories was tried by four methods (i.e., by frequency of response, percentage of response, median, and mean ratings for each item). Kendall's Coefficient of concordance, *W*, was computed for the data to ascertain the degree of agreement among the rankings. W=.915. With 45 and 135 d.f., F=32.29, ($p<.001$.) It can be concluded that the ranking methods are in high agreement.

TABLE 10

Rank Ordering of Sources of Influence on UTA Seniors' Lives
By Frequency of Response to the *Sources of Influence Rating List*

Source of Influence:	Frequency of Rating Responses						No Response	Mean	Median	S.D.
	5-6-7 (major)	5	6	7	1-2-3-4 (slight)	Total 1-7				
1. Mother	676	131	200	345	135	811	20	5.83	6.15	1.34
2. Father	636	132	190	314	161	797	34	5.62	6.10	1.57
3. Spouse, Fiancé(e) or "Steady"	496	90	137	269	160	656	175	5.46	5.93	1.83
4. Friend(s)	482	205	151	126	265	747	84	4.90	4.94	1.54
5. Professor(s) in Own Department	447	174	152	121	343	790	41	4.52	4.76	1.82
6. Books you read	444	174	150	120	278	722	109	4.74	4.98	1.71
7. Dating	391	160	129	102	285	676	155	4.59	4.83	1.75
8. Roommate	361	144	116	101	350	711	120	4.39	4.53	1.81

TABLE 10 (continued)

Source of Influence:	Frequency of Rating Responses						No Response	Mean	Median	S.D.
	5-6-7 (major)	5	6	7	1-2-3-4 (slight)	Total 1-7				
9. Hometown Friend(s)	358	174	130	54	362	720	111	4.25	4.45	1.70
10. Job	338	154	99	85	266	604	227	4.42	4.73	1.85
11. Class(es)	333	144	115	74	337	670	161	4.47	4.46	1.61
12. Event of National Importance	314	115	103	96	282	596	235	4.39	4.64	1.91
13. Other Professor(s)	310	146	96	68	406	716	115	4.00	4.09	1.82
14. Library	276	138	77	61	361	637	194	3.93	4.08	1.85
15. Brother(s)	256	107	73	76	252	508	323	4.39	4.50	1.78
16. Honors Received	254	111	77	66	302	556	275	3.99	4.20	1.97
17. Hometown Adult(s)	225	128	64	36	466	691	140	3.51	3.52	1.78
18. Athletic Events	224	97	77	50	364	588	243	3.72	3.79	1.94
19. Fellow student(s)	218	125	64	26	478	696	135	3.56	3.61	1.66
20. Parties	214	125	60	29	424	638	193	3.52	3.00	1.76
21. Sister(s)	208	93	58	57	269	477	354	4.08	4.17	1.83
22. Other Co-Resident(s)	200	97	60	43	359	559	272	3.65	3.75	1.90
23. Fraternal Organizations	196	75	66	55	262	458	373	3.76	4.03	2.15
24. Grandparent(s)	191	92	49	50	473	664	167	3.35	3.20	1.89
25. Housing	185	81	56	48	382	567	264	3.55	3.53	1.91
26. Church(es)	177	71	58	48	360	537	294	3.43	3.27	2.01
27. Other Relative(s)	173	91	45	37	474	647	184	3.15	2.84	1.87
28. Minister or Religious Worker	171	80	43	48	408	579	252	3.09	2.62	2.05

TABLE 10 (continued)

Source of Influence:	Frequency of Rating Responses						No Response	Mean	Median	S.D.
	5-6-7 (major)	5	6	7	1-2-3-4 (slight)	Total 1-7				
29. Campus Traditions	166	80	45	41	427	593	238	3.18	2.87	1.94
30. CEC Events	145	82	36	27	388	533	298	3.20	3.02	1.82
31. A Campus Event	113	65	30	18	310	423	408	3.10	2.90	1.86
32. Religious Organizations	105	40	36	29	264	369	462	3.03	2.14	2.10
33. Intramurals	98	50	30	18	316	414	417	2.90	2.27	1.90
34. Counselor(s)	96	39	27	30	415	511	320	2.50	1.49	1.93
35. Other Social Organizations	94	44	25	25	306	400	431	2.89	2.38	1.95
36. Departmental Staff Member(s)	90	49	20	21	403	493	338	2.54	1.80	1.82
37. Service Organizations	73	32	23	18	225	298	533	2.80	1.91	2.03
38. Academic Organizations	70	30	20	20	319	389	442	2.65	1.89	1.91
39. "Challenge"	65	26	21	18	218	283	548	2.65	1.46	2.04
40. Performing Organizations	53	21	17	15	181	234	597	2.46	1.36	2.06
41. Vocational Organizations	53	25	14	14	254	307	524	2.41	1.47	1.85
42. Residential Adviser	53	27	13	13	364	417	414	1.95	1.22	1.69
43. Orientation	52	29	10	13	350	402	429	2.24	1.49	1.66
44. Student Government Committees	44	20	11	13	224	268	563	2.37	1.42	1.85
45. Union Committees	26	12	7	7	227	253	578	2.06	1.32	1.64
46. Y Committees	24	11	9	4	175	199	632	1.94	1.21	1.67

Note.—Rank ordering was based upon the frequency of students responding to the item with ratings of 5, 6, or 7. On a scale in which 1="very little contribution" and 7="very great contribution," the 5-6-7 ratings were considered as indicative of major perceived sources of influence. Direction of influence (positive or negative) was not considered here.

TABLE 11

Rank Ordering of Sources of Influence on UTA Seniors' Lives
By Percentage of Response to the *Sources of Influence Rating List*

Source of Influence:	Percentage of Responses Rated as Having Major Influence				Total N Responding to Item
	5-6-7	5	6	7	
1. Mother	83.3	16	25	43	811
2. Father	79.8	16	24	40	797
3. Spouse, fiancé(e) or "steady"	75.7	14	21	41	656
4. Friend(s)	64.4	27	20	17	747
5. Books you read	61.5	24	21	17	722
6. Dating	57.8	24	19	15	676
7. Professor(s) in own department	56.5	22	19	15	790
8. Job	55.9	25	16	14	604
9. Event of national importance	52.7	19	17	16	670
10. Roommate	50.8	20	16	14	711
11. Brother(s)	50.3	21	14	15	508
12. Hometown friend(s)	49.7	24	18	08	720
13. Class(es)	49.7	21	17	11	670
14. Honors received	45.6	20	14	12	556
15. Sister(s)	43.6	19	12	12	477
16. Library	43.3	22	12	09	637
17. Other professors	43.2	20	13	09	716
18. Fraternal Organizations	42.7	16	14	13	458
19. Athletic events	38.1	16	13	09	588
20. Other co-resident(s)	35.7	17	11	08	559
21. Parties	33.5	20	09	05	638

TABLE 11 (continued)

Source of Influence:	Percentage of Responses Rated as Having Major Influence				Total N Responding to Item
	5-6-7	5	6	7	
22. Church(es)	32.8	13	11	09	537
23. Housing	32.6	14	10	09	567
24. Hometown adult(s)	32.5	18	09	05	691
25. Fellow student(s)	31.3	18	09	04	696
26. Minister or Religious worker	29.5	14	07	09	579
27. Grandparent(s)	28.7	14	07	08	664
28. Religious organizations	28.5	11	10	07	369
29. Campus traditions	27.9	13	08	07	593
30. CEC events	27.2	14	07	07	533
31. Other relative(s)	26.7	14	07	06	647
32. A campus event	26.7	15	07	04	423
33. Service organizations	24.5	11	08	05	298
34. Other social organizations	24.0	11	06	07	400
35. Intramurals	23.7	12	07	05	414
36. "Challenge"	22.9	09	07	07	283
37. Performing organizations	22.6	09	07	06	234
38. Counselors	18.8	08	05	05	511
39. Departmental staff members	18.3	10	04	04	493
40. Academic organizations	17.9	08	05	05	389
41. Vocational organizations	17.2	08	05	05	307
42. Student government committees	16.4	07	04	05	268
43. Orientation	12.9	07	02	04	402
44. Residential adviser	12.7	06	03	03	417

TABLE 11 (continued)

Source of Influence:	Percentage of Responses Rated as Having Major Influence				Total N Responding to Item
	5-6-7	5	6	7	
45. Y Committees	12.1	06	04	02	199
46. Union committees	10.2	04	03	03	253

Note.—Rank ordering was based upon the percentage of students responding to the items with ratings of 5, 6, or 7. Percentages are based on the number of subjects who gave the response out of total number of respondents (N=831). As in Table 10, a rating of 1=very little contribution and 7=very great contribution to the students' lives.

Results: No matter what method of ranking these variables is used, "mother" and "father" rate as the most important sources of influence on the *Sources of Influence Rating List.* The largest number of students indicated their parents as sources of influence and the largest percentage selected them as a major influence. These results are not unexpected. The lowest ratings were reserved, in general, for organizations and committees. Only "fraternal organizations" occurs in the first half of either table. All the remaining organizations and committees from "religious organization" to "union committees" ranked quite low. It is somewhat surprising to see these categories rated so low in Tables 10 and 11 since the data of the open-ended responses seem to indicate a relatively stronger role for the influence of such groups.

While examination of the total listing of the source of influence categories (as given in the two previous tables) is informative, special consideration should be given to the first one-third of the categories listed. This section comprises those sources of influence receiving the strongest ratings on the *Sources of Influence Rating List.* At least 45% of the seniors rated these sources as major influences, the mean and/or median ratings for them exceeded the midpoint of 4.00 (moderate influence). The categories so described fall naturally into the following groupings (the individual categories appear beneath the group):

I FAMILY INFLUENCES

Mother
Father
Brother(s)
Sister(s)

II PEER INFLUENCES

Spouse, "steady", fiancé(e)
Friends
Dating
Roommate
Hometown friend(s)

III EDUCATIONAL INFLUENCES

Books you read
Classes
Library
Professor in own department
Other professors

TABLE 12

Rank Ordering of the Most Frequently Mentioned Categories of Sources of Influence on UTA Seniors' Lives With Respect to Five Topic-Areas of Influence

Religious Involvement			Choice of Major		
Source of Influence Categories:	N	%	Source of Influence Categories:	N	%
1. Immediate family	121	14.7	1. Personal interest: affinity	215	26.4
2. Self: needs, desires, etc.	111	13.5	2. Personal interest: vocational	165	20.3
3. "Time" (e.g., lack of time to attend church)	97	11.9	3. Immediate family	131	15.9
			4. College teachers	117	14.4
			5. High school teacher	92	11.2
			6. Delimiting factors: Intrapersonal	82	10.0
Choice of Occupation			**Participation in Campus Organizations**		
Source of Influence Categories:	N	%	Source of Influence Categories:	N	%
1. Personal interest: affinity	235	28.3	1. Sense of belonging	143	17.3
2. Personal interest: vocational	131	15.9	2. Personal growth	122	14.7
3. Job potential	118	14.2	3. Organization *not* worthwhile	112	13.6
4. Previous experience	110	13.2	4. Undifferentiated personal benefit	92	11.1
5. Immediate family	105	12.7			
6. College teachers	95	11.4			
7. Delimiting factors: Intrapersonal					

Specific Sources of Influence on Students' Lives (Open-Ended Responses)

Source of Influence Categories:	N	%	Source of Influence Categories:	N	%
1. Teachers as models	232	27.8	6. Fraternal organizations	118	14.2
2. Friends	195	23.5	7. Roommates and co-residents	110	13.2
3. Spouse, "steady", fiancé(e)	181	21.8	8. Personal goals	97	11.7
4. Immediate family	166	19.9	9. Content of classes	87	10.5
5. Teachers as teachers	156	18.5	10. Housing	85	10.2

Note.—All percentages are computed on N=831. The only categories included in this table were those reported by at least 10% of the respondents within a given topic-area.

Interpersonal relationships emerge as the most powerful influences. Only "book you read," "classes," and "library" diverge from this observation. The seniors in this study, when asked to rate 46 per-selected items, answered mainly that family and friends had the greatest impact on shaping them into the kinds of persons they had become. Stimuli arising from their educational experiences were a close third.

Sources of Influence on College Students: A Synthesis

Several thousand source of influence responses were given by 831 UTA graduating seniors covering four specific areas of influence and two more general areas. These responses were categorized and then ranked in the nine tables already presented. From these masses of data it is possible to extract a few sources of influence that have appeared prominently in *several* of the analyses just reported. These categories can be considered to have had *widespread* impact on a student's life. They could be considered *overall* the most important sources of influence. The goal of the present section is to specify what these pervasive influences were on these students.

Most Frequently Mentioned Sources of Influence within Five Topic Areas of Influence. Table 12 lists the more frequently mentioned individual categories of influence for each of five topic-areas discussed, and shows the number and percentage of respondents giving the responses. These categories have appeared in earlier tables and were ranked under groupings of main classifications. Omitted from consideration are the data of the *Sources of Influence Rating List* (RL). These were omitted for two reasons: (a) the method of gathering data for the *Rating List* was not comparable to that of the other data and (b) the categories were pre-selected, not ex-post-facto categorizations of open-ended responses as were those of other areas.

Sources of influence categories that were perceived by the seniors in the sample to be most important in the five areas already discussed in sections one through five of this chapter are given in Table 12. From an inspection of that table one can see in summary form the sources in influence operative on college students.

As a second means of examining these sources of influence an effort was made to determine which sources were pervasive across several topic areas (i.e., which were mentioned frequently in two or more topic-areas). The results of this analysis are reported in Table 13.

Table 13 differs from Table 12 in another important regard. A less rigorous criterion for inclusion is used. Table 13 includes not only the sources mentioned in Table 12 but relatively less extensive sources as well. These latter sources do not meet the criteria invoked in Table 12 but are nevertheless considered sufficiently potent to merit inclusion. To differentiate these "second-level" sources, Table 13 is divided into two groupings: "more" and "less" extensive impact sources

The respondents did insist that they were the "captains of their ships and masters of their fates." Intrapersonal factors such as "personal interest" and "personal needs" emerged among the most important sources of influence for the 1968 graduating class. Students in the sample tended to assign internal, personal motivations to their behavior. By indicating, for example, "needs, desires," and "personal goals" as sources of influence upon them, the students showed that they attributed influence primarily to "what was going on inside of them," to their interests. Personal interest and personal need factors were the most important influences in the areas of Choice of Major (CM), Choice of Occupation (CO), and Participation in Campus Organizations (PCO).

TABLE 13

Rank Ordering of Major Sources of Influence Categories Consistently Identified by UTA Seniors Across the Five Free-Response Topic-Areas of Influence

Group	Source of Influence Categories:	Topic-Areas in Which the Source of Influence Was Frequently Mentioned				
		Religious Involvement	Choice of Major	Choice of Occupation	Participation in Campus Organizations	Specific Sources of Influence on Students' Lives (Open-Ended Responses)
I.	MORE EXTENSIVE IMPACT					
	Immediate family	(1)	(3)	(5)		(4)
	Personal interest		(1) (2)	(1) (2)		(8)
	Personal needs	(2)			(1) (4)	
	Teachers		(4) (5)	(6)		(1) (5)
II.	LESS EXTENSIVE IMPACT					
	Classes	(6)				(9) (11)
	Friends	(5)				(2) (7)
	Spouse,"steady," fiancé(e)	(7)				(3)

Note.—Category listings are in alphabetical order within groups.

Numbers in parentheses are the rank-order placements of the categories in the topic-areas in which they appear as sources of influence (Table 12). Multiple numbers occur in a topic-area for a category when the category actually includes subcategories used in the previous tables and both were mentioned, e.g., "teachers," "college teachers" and "high school teachers."

Group I source categories are the most potent ones; Group II are less influential, but nevertheless significant. Group I incorporates those categories appearing under at least two topic areas in Table 12. Group II includes categories appearing in Table 12 or barely missing inclusion, i.e., slightly *under* 10% of the students reported the category as in influence. Even under this modified criterion, the category had to appear in at least two topic-areas.

Public concern over the "breakdown of the family" in contemporary society notwithstanding, seniors at UTA in 1968 considered their families to be powerful factors in their lives. The immediate family was considered as having an impact on the students' lives in all areas but PCO. The family was described as most important in the area of Religious Involvement (RI).[8]

The fourth category with pervasive importance to UTA seniors was "teachers." They appeared to be influential upon students in all areas except RI and PCO. In the area of Specific Sources of Influence on Students' Lives (Open-Ended Responses) (OR), 232 seniors (27.8%) stated that "teachers as models" were sources of influence, thereby making this category the most frequently mentioned in the topic-area.

Three categories were in the "Less Extensive Impact" group. They appeared frequently only in the RI and OR. These categories were: "classes," "spouse, 'steady,' fiancé(e)," and "friends," all basically suggesting peer influence. These results are somewhat at variance with other studies on college students that have stressed the primacy of peer influence. Peers are not identified as central with respect to three of the five topic areas. It may be that peer influence, though potent in the long run, as reflected in the OR data, is not differentiated by the students as to more specific impact in the particular topic areas. In contrast, teachers and parents serve social roles that are more appropriately and logically associated with the topic areas examined by this study.

These seven pervasive sources of influence identified in Table 13 constitute the prime outcome of the analysis of the student answers to questions about who or what has had an impact on their lives. It must be remembered, nevertheless, that no one source of influence category was named by more than 28% of the respondents in a given topic-area: a reflection of the variation in the human personality and the environment in which it exists.

[8]It may be recalled that "Mother" and "Father" contributed most to the students' personalities as determined by the *Sources of Influence Rating List*. "Brothers" and "Sisters" also rated prominently.

Correlational Analyses of Sources of Influence

Up to this point, the investigators have sought to assess *what* were sources of influence upon the 1968 UTA graduating class as determined from questionnaire responses. The remainder of the study is devoted to answering the question: do differential sources of influence for the seniors exist when they are classified into subgroups based on sex, income, GPA, subcultural orientation, and degree of satisfaction with the university?

To delineate the ways that sub-groups of students may have differed as to what influenced them, the investigators undertook correlational analyses of the sources of influence associated with each of thirteen independent variables within each of the six topic-areas. The independent variables used were: 1) sex, 2) family income, 3) cumulative grade point average, 4) rated collegiate satisfaction of students in each of six areas and 5) students' primary role orientation toward college, using an adapted form of the four Trow classifications.

Differing patterns of influence emerged for the sub-groups. These are shown in the tables that follow.[9] Correlations appearing in these tables are generally rather low. Due to the large number of subjects, (N=831), some of the correlations reached levels of statistical significance, despite a relatively low absolute magnitude. The investigators realize that only a small amount of variance is explained by any *one* of these correlations. Nevertheless, meaningful results and interpretations can be found in a collection of low correlation items that show consistent trends or patterns of differential response among the selected sub-groups.[10]

Sources of Influence Correlated with "Sex"

Table 14 lists the source of influence categories that significantly correlated with the variable "sex" in the six topic-areas under consideration.

As a general observation, it may be noted that all but six of the correlations in Table 14 are positive in direction. Positive correlations indicate here that the women in the sample tended to report the particular source of influence more than men, or in the case of the RL, that they found the category to have been a greater contribution to their development than did men. This finding suggests that there were substantially more *common* sources of influence in these areas for college women than for college men. In only six instances did men indicate an influence which was more consistently applicable to them than to the women. It is also possible that a wider array of influences affects college men as contrasted to college women, but because of the lack of commonality of those influences among a substantive portion of the men, few significant correlations were found for them.

With regard to the data involving the RL, there is even a more striking finding: 26 (56.5%) of the possible coefficients (46) were statistically significant ($p < .01$). All were positive in direction. An additional six (unreported in the table) were significant ($p < .05$) and all but one of the remaining insignificant correlations were positive in direction. These data imply that women tended to rate almost every category as having been a greater influence on them than did the men.

The majority of items that female seniors tended to report as influential upon them as distinguished from what the males reported can be conveniently grouped under four headings.

(1) Immediate family (especially mother and sister)
(2) Friends of the same or opposite sex
(3) Social-Organizational influences
(4) Adults in helping occupations

Thus, other *persons* seem to be serving as role models or pervasive sources of influence for women. Some two-thirds of the categories related to people, ranging from high school teachers to parents. Some of these persons were of the same sex, such as mother, sisters, girlfriends and roommates. Notable, however, is the fact that college women acknowledged the influence of "men in their lives" to a much greater degree than did men acknowledge the influence of significant women figures. Indeed, college men acknowledge almost no significant influence by persons of either sex for the topic areas studied.

Lastly, the graduating co-eds were likely to perceive the social whirl of campus life and the various organizational activities available as more significant for them. Although the impact of campus organizations was earlier rated as moderate (Table 5) or slight (Tables 11 and 12) by the sample group in general, that impact was evidently felt primarily by the senior women. It is possible that social contacts were more impactful for women because women are more strongly interested in such activities than men.

[9]Please note the following regarding the data in the tables in this portion of the study:

(1) In the analysis (Sources of Influence Rating List) in which there were continuous data for both variables correlated, positive correlations mean that subjects with higher ratings on the independent variable tended to consider the source of influence categories as having made greater contributions to their lives and that students with lower ratings tended to consider the influences to be of lesser impact. Negative correlations indicate the reverse of these relationships. Because statistical significance is more easily obtained with strictly continuous data, only correlations attaining significance levels of .01 and above are reported.

(2) In the remaining analyses, the continuous data of the independent variables were correlated with the categorical data of the sources of influence categories. These correlations were run, using for the categorical data 1="the source of influence category was reported by the subject," and 0="the source of influence category was not reported by the subject." Therefore, positive correlations mean that subjects with higher ratings on the independent variable tended to report the categories as sources of influence on them. Negative correlations indicate that the subjects tended not to do so. For these data, correlations attaining significance levels of .05 and above are reported.

(3) N for all analyses *except* the *Sources of Influence Rating List* is 831. N's fluctuated for each item on it and are indicated in the appropriate places in the various tables.

[10]In addition, a table of statistically significant intercorrelations among the 13 independent variables themselves has been provided in Table D-1 of Appendix D. The more interested reader may wish to analyze in greater detail these relationships and their effect on sources of influence perceptions of subgroupings of students.

TABLE 14

Significant Correlations of the Variable "Sex"
with Various Sources of Influence Categories

Religious Involvement		Choice of Major	
Item	*r*	*Item*	*r*
Informal church activity	.130***	High school teacher	.130***
Nuclear family	.107**		
Local churches	.103**		
Local friends	.087*		
Choice of Occupation		**Participation in Campus Organizations**	
Item	*r*	*Item*	*r*
Spouse, "steady", fiancé(e)	.139***	Vague responses	−.084*
Vague responses	−.123***	Did not participate	.080*
High school teacher	.097**	Sense of belonging	.079*
Other adults	−.081*	Vocational benefits	.074*
College classes	.075*		

Specific Sources of Influence on Students' Lives (Open-Ended Responses)

Item	*r*	*Item*	*r*
"Steady", fiancé(e), friends of opposite sex	.204***	CEC or similar events	.087*
Housing as experience or atmosphere	.189***	Sisters	.084*
Roommates and co-residents	.172***	Specific prof as adviser	.083*
Parents (undifferentiated)	.165***	Intramurals and athletic events as participant	−.083*
Close friends & acquaintances	.137***	Other group or sets of people	.081*
Specific professor as role model	.133***	Drugs or drug experience	−.079*
Spouse and marriage	.120***	Other local adults	.078*
"Challenge" program	.104**	Minister or religious worker	.075*
Class related activities	.101**	Fraternal organization	.072*
Mother	.088*	Self: social goals	.072*
		Academic atmosphere of campus in general	−.071*

TABLE 14 (continued)

Sources of Influence Rating List

Item	*r*	*N*
Mother	.200***	813
Roommate	.223***	713
Housing	.285***	569
Residential Adviser	.304***	418
CEC Events	.258***	534
Spouse, steady, or fiancé(e)	.210***	658
Other co-residents	.236***	560
Sisters	.220***	479
Friends	.185***	749
Dating	.193***	678
Classes	.182***	672
Y Committee	.339***	199
Service Organizations	.228***	299
Churches	.164***	538
Campus Traditions	.153***	595
Honors received	.152***	558
Fraternal Organizations	.172***	460
Parties	.133***	640
Religious Organizations	.174***	370
Books you read	.104**	724
Performance Organizations	.220**	236
Challenge	.180**	283
Minister or Religious worker	.114**	580
Orientation Program	.141**	403
Counselors	.138**	423
Library	.103**	639

Note–Levels of significance were: .069=p<.05; .089=p<.01; .114=p<.001 in all analyses other than the *Sources of Influence Rating List*.

Positive correlations indicate that women tended to give the listed response, or (for the *Rating List*), to rate the item as having been a great contribution; negative correlations indicate that men tended to give the response or rated the item as a great contribution.

TABLE 15

Significant Correlations of the Variable "Income" with Various Sources of Influence Categories

Religious Involvement		Choice of Major	
Item	*r*	*Item*	*r*
No influence was noted	.070*	Immediate family	.147***
		College courses	.083*
Choice of Occupation		**Participation in Campus Organizations**	
Item	*r*	*Item*	*r*
Immediate family	.143***	Personal growth	.130***
		Organization not worthwhile	.079*

Specific Sources of Influence on Students' Lives (Open-Ended Responses)

Item	*r*	*Item*	*r*
Fraternal organization or activities	.206***	Libraries & other physical facilities	−.096**
Father	.101**	Minister or religious worker	.086*
Athletic events as non-participants or observer	−.096**	Movies and TV	.070*

Sources of Influence Rating List

Item	*r*	*N*
Father	.285***	763
Fraternal organization	.207***	446
Parties	.138***	609
Student government committee	.175**	262
Mothers	.094**	776

Note.—Levels of significance were: .069=p<.05; .089=p<.01; .114=p<.001 in all analyses other than the *Sources of Influence Rating List.*

Positive correlations indicate that students with high income tended to give the listed response or (for the *Rating List*) to rate the item as having been a great contribution; negative correlations indicate that low income students so responded.

Sources of Influence Correlated with "Income"

The sources of influence that correlated significantly with the independent variable, "income" in the six topic-areas under investigation are reported in Table 15. There were only a few significant correlations found in this analysis.

Students from relatively well-to-do families showed a tendency to consider their immediate families, especially their fathers, as having had an influence on their lives. The same group also felt fraternal organizations were influential on them. Possibly, because upper-middle-class and upper-class parents tend to provide a greater proportion of their children's collegiate expenses, their children feel a stronger sense of parental influence than do students having less affluent fathers. Sons and daughters of blue collar workers are apparently more financially independent of their parents. It is possible that fraternal organizations have the opportunity of being a significant influence on upper income students and not lower income students because money permits the students access to and involvement in the activities of such organizations.

Sources of Influence Correlated with "GPA"

In Table 16 a moderate number of statistically significant correlations are reported involving university grade point average. Grade point average was not a very critical variable in distinguishing among sources of influence for high and low GPA students in the four specific topic-areas investigated. More differentiations were found in the two general assessment areas.

Predictably, students with higher GPA's felt more influenced by factors such as books, teachers and classes, than did students with lower GPA's. In the OR they indicated that it was the professor *as a model* who was a source of influence. It might be that high GPA students identify with the *role* of a teacher more than do the less highly achieving students. The categories "honors received" and "steady", fiancé(e), or friends of opposite sex" also correlated positively with the GPA variable. As more achieving students are likely to receive more honors, that relationship is not surprising. One would not necessarily expect such a strong showing, however, for the interpersonal items found.

The better performing students tended to feel that organizations were not worthwhile. It is possible that these students felt that the activities were not sufficiently rewarding to compensate for the effort required to participate, while trying to maintain good grades, or that they had simply outgrown their interest in collegiate activities.

Sources of Influence Correlated with the Six Rating Scales of Satisfaction

Subjects rated their satisfaction with UTA over five areas of satisfaction and one overall assessment, using seven-point scales. The investigators wanted to learn whether or not there were differential sources of influence for students who described themselves as either satisfied or dissatisfied with the university. Positive correlations in the tables would signify that seniors who rated themselves as moderately or very satisfied with a particular aspect of their college experience tended to report the indicated response as being a source of influence for them. Negative correlations will indicate that those with very little satisfaction tended to consider that source as significant. The data with respect to the six areas of satisfaction investigated are presented in Tables 17 to 22 respectively in the pages immediately following. There will be short commentary on the principal results reflected in these data thereafter.

TABLE 16

Significant Correlations of the Variable "GPA" with Various Sources of Influence Categories

Religious Involvement		Choice of Major	
Item	*r*	*Item*	*r*
Books	.102**	Other adults	−.070*
Choice of Occupation		**Participation in Campus Organizations**	
Item	*r*	*Item*	*r*
College teacher	.159***	Organization not worthwhile	.120**
Spouse, "steady", fiancé(e)	.109**		

Specific Sources of Influence on Students' Lives (Open-Ended Responses)

Item	*r*	*Item*	*r*
Specific professor as role model	.106**	Books	.073*
"Steady", fiancé(e) or friends of opposite sex	.092**	Class related activities	.072*
Parents (undifferentiated)	.079*	Professors in general as role models	.070*
		Leadership position	.070*

Sources of Influence Rating List

Item	*r*	*N*
Honors received	.171***	545
Professor in own department	.147***	770
Classes	.118**	654
Parties	−.112**	619
Other relatives	−.105**	632

Note.–Levels of significance were: .069=p<.05; .089=p<.01; .114=p<.001 in all analyses other than the *Sources of Influences Rating List*.

Positive correlations indicate that students with high GPA tended to give listed response; or (for the *Rating List*) to rate the item as having been a great contribution; negative correlations indicate that low GPA students so responded.

TABLE 17

Significant Correlations of the Variable "Academic Satisfaction" with Various Sources of Influence Categories

Choice of Occupation		Participation in Campus Organizations	
Item	*r*	*Item*	*r*
Personal interest: vocational	.113**	Time conflict: work	.085*
		Organization worthwhile	.077*

Specific Sources of Influence on Students' Lives (Open-Ended Responses)

Item	*r*	*Item*	*r*
Rules of university: bureaucratic structure	−.091**	Fraternal organizations and activities	.081*
Intramurals & athletic events as participant	.087*	No response to question	−.071*
		Other groups or sets of people	−.069*

Sources of Influence Rating List

Item	*r*	*N*
Professor in own department	.150***	752
Classes	.140***	645
Academic organizations	.164**	342
Athletic events	.133**	562
Library	.124**	613
Job	.128**	517
Vocational organizations	.154**	289
Campus traditions	.111**	567

Note.—Levels of significance were: .069=p<.05; .089=p<.01; .114=p.<.001 in all analyses other than the *Sources of Influence Rating List.*

Positive correlations indicate that students with higher satisfaction ratings tended to give the listed response or (for the *Rating List*) to rate the item as having been a great contribution; negative correlations indicate that those with lower ratings tended to do so.

There were no significant correlations for topic areas: Religious Involvement and Choice of Majors.

TABLE 18

Significant Correlations of the Variable "Things to Do Satisfaction" with Various Sources of Influence Categories

Choice of Occupation		Participation in Campus Organizations	
Item	*r*	*Item*	*r*
Friends	.096**	Personal growth	.076*
Other adults	.083*	Organization worthwhile	.074*

Specific Sources of Influence on Students' Lives (Open-Ended Responses)

Item	*r*	*Item*	*r*
"Steady", fiancé(e), friends of opposite sex	.112**	Leadership position	.091**
		Self: undifferentiated	−.083*
House or residence atmosphere or experience	.094**	Fraternal organizations and activities	.082*

Sources of Influence Rating List

Item	*r*	*N*
Classes	.136***	648
Spouse, "steady", fiancé(e)	.129***	626
Campus event	.138**	408
Churches	.128**	519
Father	.103**	763

Note.—Levels of significance were: .069=p<.05; .089=p<.01; .114=p<.001 in all analyses other than the *Sources of Influence Rating List*.

Positive correlations indicate that students with higher satisfaction ratings tended to give the listed response or (for the *Rating List*) to rate the item as having been a great contribution; negative correlations indicate that those with lower ratings tended to do so.

There were no significant correlations for topic areas: Religious Involvement and Choice of Majors.

TABLE 19

Significant Correlations of the Variable "Interpersonal Satisfaction" with Various Sources of Influence Categories

Religious Involvement		Participation in Campus Organizations	
Item	*r*	*Item*	*r*
College courses	−.128**	Undifferentiated personal benefit	.124**
College teacher	−.092**	Sense of belonging	.093**
Hometown minister	.075*		

Specific Sources of Influence on Students' Lives (Open-Ended Responses)

Item	*r*	*Item*	*r*
Fraternal organization and activities	.147***	Social atmosphere of campus in general	−.100**
Leadership position	.120***	Books	−.086*
Class friends and acquaintances	.119***	Roommates & co-residents	.074*
Movies and TV	−.108**	Class-related activities, tutoring	.073*
Housing or residence as atmosphere or experience	.106**		

Sources of Influence Rating List

Item	*r*	*N*	*Item*	*r*	*N*
Parties	.186***	612	Campus traditions	.136**	571
Dating	.181***	652	Residential advisor	.157**	396
Sisters	.190***	452	Orientation program	.149**	384
Other Co-residents	.171***	536	Other social organizations	.147**	383
Father	.148***	763	Minister or religious worker	.125**	550
Mother	.140***	777	Honors received	.122**	537
Friends	.141***	718	Vocational organizations	.159**	290
Fraternal organizations	.175***	436	Hometown friends	.109**	687
Brothers	.160***	482	Religious organizations	.147**	352
Housing	.150***	543	Job	.114**	578
Athletic events	.149***	565			
Churches	.145***	520			

Note.—Levels of significance were: .069=p<.05; .089=p<.01; .114=p<.001 in all analyses other than the *Sources of Influence Rating List*.

Positive correlations indicate that students giving higher ratings of satisfaction tended to give the listed response or (for the *Rating List*) to rate the item as having been a great contribution; negative correlations indicate that those with lower ratings tended to do so.

There were no significant correlations for topic-areas: Choice of Majors and Choice of Occupation.

TABLE 20

Significant Correlations of the Variable "Intrapersonal Satisfaction" with Various Sources of Influence Categories

Choice of Occupation		Participation in Campus Organizations	
Item	*r*	*Item*	*r*
Job potential	.074*	Organization not worthwhile	−.074*
Other relatives	.070*	Vocational benefits	.073*

Specific Sources of Influence on Students' Lives (Open-Ended Responses)

Item	*r*	*Item*	*r*
Rules of university; administrative policy	−.125**	Self: vocational goals	.089**
Organizational friends, and acquaintances	.111**	Parents (undifferentiated)	.087*
Administrative persons or administration itself	−.106**	Mythical or removed persons	.082*
Self: undifferentiated	−.098**	Mother	.082*
		Leadership position	.081*

Sources of Influence Rating List

Item	*r*	*N*	*Item*	*r*	*N*
Athletic events	.189***	613	Fraternal organizations	.139**	433
Vocational organizations	.262***	287	Mother	.115**	733
Dating	.166***	648	Father	.114**	759
Other relatives	.163***	612	Hometown friends	.107**	683
Parties	.163***	608	Campus traditions	.118**	568
Classes	.152***	645	Roommate	.105**	679
Housing	.147***	539	Profs in own department	.098**	752
Brothers	.150***	479	Minister or religious worker	.112**	546
Intramurals	.162**	382	Other social organizations	.134**	380
Churches	.139**	517			
Honors received	.131**	534			

Note.—Levels of significance were: .069=p<.05; .089=p<.01; .114=p<.001, in all analyses other than the *Sources of Influence Rating List*.

Positive correlations indicate that students giving higher ratings of satisfaction tended to give the listed response or (for the *Rating List*) to rate the item as having been a great contribution; negative correlations indicate that those with lower ratings tended to do so.

There were no significant correlations for topic areas: Religious Involvement and Choice of Majors.

TABLE 21

Significant Correlations of the Variable "Physical Facilities Satisfaction" with Various Sources of Influence Categories

Choice of Occupation

Item	*r*
College teacher	−.093**
High school classes	−.091**

Specific Sources of Influence on Students' Lives (Open-Ended Responses)

Item	*r*	*Item*	*r*
Modal qualities of university experience	.079*	Vocational organizations and activities	.076*
Rules of university, administrative policy, bureaucratic structure	−.077*	Movies and TV	−.072*

Sources of Influence Rating List

Item	*r*	*N*	*Item*	*r*	*N*
Campus traditions	.218***	570	Dating	.122**	652
Athletic events	.170***	564	Parties	.124**	611
Friends	.129***	716	Orientation program	.140**	384
Roommate	.127***	682	Brothers	.124**	481
Other social organizations	.176***	383	Hometown adults	.104**	658
Academic organizations	.176**	344	Library	.106**	615
Other relatives	.130**	615	Honors received	.113**	537
			Job	.108**	578

Note.–Levels of significance were: .069=p<.05; .089=p<.01; .114=p<.001 in all analyses other than the *Sources of Influence Rating List.*

Positive correlations indicate that students with higher satisfaction ratings tended to give the listed response or (for the *Rating List*) to rate the item as having been a great contribution; negative correlations indicate the opposite.

There were no significant correlations for topic areas: Religious Involvement, Choice of Majors, and Participation in Campus Organizations.

TABLE 22

Significant Correlations of the Variable "Overall Satisfaction" with Various Sources of Influence Categories

Religious Involvement		Choice of Occupation	
Item	*r*	*Item*	*r*
College teacher	−.091**	Job potential	.073*
Local churches	.080*		

Specific Sources of Influence on Students' Lives (Open-Ended Responses)

Item	*r*	*Item*	*r*
Administrative persons or administration itself	−.117***	Fraternal organizations and activities	.083*
Vague responses	−.097**	Time/opportunity: undifferentiated	−.081*
Job or work experience away from campus	−.086*	Roommate or co-residents	.077*
Rules of university, bureaucratic structure, administrative policy	−.084	Alcohol or drinking	−.071*
		Course of study, academic area	.070*

Sources of Influence Rating List

Item	*r*	*N*
Athletic events	.216***	562
Parties	.202***	609
Campus traditions	.181***	568
Other co-residents	.178***	533
Roommate	.166***	680
Dating	.162***	650
Friends	.136***	713
Job	.125**	575
Orientation program	.134**	381
Honors received	.120**	534
Classes	.110**	650
Event of National importance	.112**	570

Note.—Levels of significance were: .069=p<.05; .089=p<.01; .114=p<.001 in all analyses other than the *Sources of Influence Rating List*.

Positive correlations indicate that students with higher satisfaction ratings tended to give the listed response or (for the *Rating List*) to rate the item as having been a great contribution: negative correlations indicate that those with lower ratings tended to do so.

There were no significant correlations for topic areas: Choice of Majors and Participation in Campus-Organizations.

Academic Satisfaction. Seniors who were satisfied with their academic life at the university, as opposed to those not so satisfied, tended to be influenced by *organizations* whether academic, vocational, athletic or fraternal (Table 17). They tended to report that such organizations were worthwhile, but there was a problem with their participation because of the interference of other commitments. Besides organizations, they also were more likely to find professors and classes as influential upon them.

It is intriguing that students satisfied with the academic aspects of the university feel more strongly influenced by organizations than the more dissatisfied. Note that the variable "Academic Satisfaction" does *not* correlate at all with "Academic Orientation" (cf. Table D-1, Appendix D). Academic Satisfaction does correlate significantly with "Interpersonal satisfaction" and "Things to Do Satisfaction." Apparently, satisfaction with the academic aspects of the university experience is not a function of one's having an academic philosophy of higher education but a function of satisfaction with one's internal state of mind and feeling and satisfaction with organizations and activities around the campus. This would also possibly raise the question: are those most committed to academic pursuits at UTA unable to find satisfying outlets for their academic interests? This unsettling possibility deserves further examination.

Things to Do Satisfaction. In Table 18, as might be expected, the "fraternal organizations", "friends," and "events" variables differentiated the satisfied from the dissatisfied with respect to "things to do." These factors were associated with the more satisfied students. Interesting also are the facts that "housing," "classes," and "churches" also were more influential to the satisfied group. Perhaps the "things to do" with which these students were satisfied were activities going on at their places of residence, church sponsored activities, and exciting classes.

Interpersonal Satisfaction. Persons who were satisfied with their relations with other persons at the university as distinguished from those who were not so satisfied, found primarily that campus organizations, general campus social life (e.g., dating, athletic events), friendships, and the residence experience were influential on them (Table 19). In other words, they indicated the more "interpersonal" factors. On the other hand, students more dissatisfied with their interpersonal relations tended to indicate more "non-personal" factors such as movies and TV, books, as sources of influence. Influences upon their lives in matters of religion were more intellectual and non-personal in nature. As reported in Table D-1, students of a more academic orientation toward college were more likely to be dissatisfied with their interpersonal relationships at UTA; those satisfied interpersonally tended *not* to have an academic orientation toward college.

Intrapersonal Satisfaction. It would appear from the data given in Table 20, that students who were generally more comfortable with their roles and feelings as students at UTA tended to be those who had attractive and relatively clearly formulated vocational goals and had a variety of available interpersonal supports both on campus and at home. These interpersonal ties seem to be serving as sustaining influences on students' feelings of well being.

The above results seem compatible with the finding for the contrasting group. Those *low* in intrapersonal satisfaction seem to have fewer interpersonal ties and apparently are relating to the university as if it were a depersonalized and arbitrary authoritarian structure. Whatever might be administrative attitudes and policies toward students, it seems clear that the more remote the relationship of student and administration, the more hostile will the administration be perceived.

Physical Facilities Satisfaction. With the exception of the 15 items from the RL, only a scant number of significant correlations are reported in Table 21 involving this variable, making it impossible to find any pattern of source of influence differentiating among satisfied and dissatisfied students. The data of the RL resemble quite highly that for the "Overall Satisfaction" variable to follow. Since "Physical Facilities Satisfaction" and "Overall Satisfaction"

correlate .508 (Table D-1), some of the remarks pertinent to the latter may be understood as applying here.

Overall Satisfaction. Those more satisfied with the university overall were more influenced by those factors relating to the social life of the university and with their peers. They also reported sources of influence related to classroom experiences and employment but these were less numerous.

Seniors more dissatisfied with their UTA experience as a whole tended to name such items as the administration, rules and policy of the university. They also claimed not to have enough time to do the things they wanted to do and tended to be vague in their replies.

Synthesis of Correlational Data Involving the RSS. What were sources of influence for students who were satisfied with their experience at UTA? That answer depends on what area of satisfaction is at issue. However, since Table D-1 does point out that the six RSS intercorrelate significantly for the most part, one might legitimately expect some commonalities to appear. A review of Tables 23 to 26 indicates that, indeed, five such commonalities appear:

I. Campus Organizations—especially vocational and fraternal (but also academic and social)
II. Campus Social Life (parties, dating, various activities)
III. Athletic Events
IV. Peers (e.g. friendships)
V. Classes

The student who reports that he is satisfied with UTA tends to be involved in campus life through involvement in campus organizations or he is having an active social life. He is also likely to interact with other students in a manner that causes him to feel that his personality has been modified thereby. To a slightly lesser extent, the classroom is also a locus of college impact for him.

Dissatisfaction with the university did not manifest itself to any great extent in the study although some negativism did appear (see Tables 6-9). The correlational data reported in Tables 17-22 "suggest some possibilities" with regard to the object of that dissatisfaction. Dissatisfied students rather consistently listed two items as having been sources of influence for them:

(1) Rules of the university, bureaucratic structure, and administrative policy;
(2) Administrative persons or administration itself.

These two categories have appeared earlier in the study (cf. Tables 8 and 9) among the most *aversive* sources of influence reported. Evidently, whatever dissatisfaction was expressed toward the university occurred primarily because of differences or conflicts with the campus "establishment."

Sources of Influence Correlated with the Four Orientations Toward College

It may be recalled that students were differentiated into four basic role orientations toward college. Each presumes a different intent as to the purpose college is expected to serve that type student. The investigators sought to determine whether differential sources of influence were operative for each of the four types. Whittaker (1969) has stated that these orientations toward college do not represent discrete types of students, but are elements in a fluid system of norms and values. Every student incorporates a little of each philosophy into his thinking; one of them generally predominates. Because of the necessity of determining trends in student responses and making some generalized statements about them, the investigators may unintentionally treat these variables as if they represent discrete types of students.

Because the data gathered are continuous and not categorical and because the categories employed are not identical to those found in the free-response topic-areas, the *Sources of Influence Rating List* is excluded from consideration in the tables immediately following. A separate table dealing with those data and with accompanying comment is given thereafter.

Tables 23 through 26 report the statistically significant correlations found between the individual source of influence categories in the five topic-areas under consideration and the students' ratings of their

adherence to each of the four typologies of student subcultures. In all these tables, positive correlations mean that students who rated the orientation as strongly characterizing their outlook on higher education tended to give the listed response; negative correlations indicate that students who rated the orientation as not characteristic of their outlook on higher education tended to give the response.

Vocational Orientation. Since all but two of the correlations reported in Table 23 are negative in direction, a positive source of influence profile for the more vocationally oriented student does not emerge. Instead, the data tell what those *low* on the variable tended to give as influences. It is clear that few factors in the university environment impinge specifically on students with a vocational orientation toward college. This is consonant with Clark and Trow's conception of students with a vocational orientation as having relatively little involvement with ideas and little identification with the university (see Fig. 1, Appendix D).

Further, the number of sources mentioned are considerably fewer than those noted for the other orientations. Why this is so is not clear. Are "vocational" students less perceptive? Are they reluctant to admit being influenced? Or are they simply less articulate or communicative about such matters? The answers do not appear at the present time.

The remainder of the data point to three kinds of factors as influential on students *low* in this orientation toward college: (a) social-personal, (b) academic, and (c) social concern. These three groups of influences, in fact, appear to designate some of the sources of influence for the other three student subcultures: (a) collegiate orientation, (b) academic orientation, and (c) nonconformist orientation.

Academic Orientation. In the general assessment of what influences had significant and lasting effects upon them, the academically minded seniors responded in a manner in keeping with logical expectations. They specified academic-type sources of influence: books, classes, and professors. Perhaps not so predictably, they indicated that the social issues and events of the day also had a distinct impact.

Regarding their religious involvement, the academically oriented students found intellectual and intrapersonal factors were important for them. Of course, these students are supposed to be more given to reflection and concerned with the world of ideas. It is noteworthy to mention that these data tend to support that notion. The multiple sources of influence having an impact upon them in this area point to a possibility that they are questioning their basic values and are particularly susceptible to sources of influence relevant to those concerns.

In sharp contrast to students of a collegiate orientation, the academics seem appreciably less influenced by people and much more by experiences and situations, whether immediate or vicarious. They also had mixed reactions toward campus organizations. Their reaction may depend on the kind of organizations being evaluated or reflect the ambiguity existent within the academic student concerning the relevance of such entities to their own needs and interests.

Collegiate Orientation. As reported earlier, the philosophy of higher education symbolized by the world of football, fraternities, dating and collegiate traditions, was easily the most popular orientation among the UTA graduates of 1968. Whatever was an influence for seniors with this orientation was an influence for a relatively large number of UTA seniors.

The most striking outcome seems to be the degree to which personal associations on campus and off have been the significant sources of influence for this group. It is entirely consonant with the expectations to find sources of influence of an interpersonal sort among them. In their religious involvement, these students were also motivated by their own needs and their personal religious philosophy. These personal needs appeared again to be influential on their participation in campus organizations. They felt these organizations would satisfy their need of belonging to a group and their desire to develop as persons. Unfortunately, campus organizations were somewhat remiss in fulfilling these expectations.

TABLE 23

Significant Correlations of the Variable "Vocational Orientation" with Various Sources of Influence Categories[a]

Religious Involvement		Choice of Major	
Item	*r*	*Item*	*r*
Spouse, "steady," fiancé(e)	.073*	College teacher	−.100**
Choice of Occupation		**Participation in Campus Organizations**	
Item	*r*	*Item*	*r*
College teacher	−.080*	Personal growth	−.147***
		Sense of belonging	−.107**
		Organization worthwhile	−.078*

Specific Sources of Influence on Students' Lives (Open-Ended Responses)

Item	*r*	*Item*	*r*
"Steady", fiancé(e), friend of opposite sex	−.116***	Service organization & activities	.081*
Fraternal organization & activities	−.114***	Classes (content)	−.080*
Plan II	−.097**	Bull sessions & discussions	−.079*
People in general	−.095**	Important local event	−.077*
Social atmosphere of campus in general	−.092**	Social conditions, poverty, war, etc.	−.076*
Specific professor as teacher	−.087*	Teacher at college other than UTA	−.074*
		Course of studies, academic area	−.073*

Note.—Levels of significance were: .069=p<.05; .089=p<.01; .114=p<.001 in all analyses other than the *Sources of Influence Rating List*.

Positive correlations indicate that students more strongly identified with this orientation tended to give the listed response; negative correlations indicate that those not so identified tended to do so.

[a]*Sources of Influence Rating List* is not included for analysis in this table—it is reserved for separate analysis and comment.

TABLE 24
Significant Correlations of the Variable "Academic Orientation" with Various Sources of Influence Categories[a]

Religious Involvement		Choice of Majors	
Item	*r*	*Item*	*r*
Books	.109**	College teacher	.079*
Personal philosophy as basis of behavior	.104**		
Courses	.082*		
Self: needs, desires, etc.	.080*		
College teacher	.070*		
Choice of Occupation		**Participation in Campus Organizations**	
Item	*r*	*Item*	*r*
Other relatives	−.099**	Organization not worthwhile	.169***
Immediate family	−.078*	Organization worthwhile	.090**
		Vocational benefits	−.079*
		Personal regrets	−.074*

Specific Sources of Influence on Students' Lives (Open-Ended Responses)			
Item	*r*	*Item*	*r*
No response to question	−.143***	Parents (undifferentiated)	−.082*
Academic atmosphere of campus in general	.134***	Social conditions, war, poverty, etc.	.082*
Books	.134***	Course of studies, academic area, Plan II	.082*
Spouse and marriage	.116***	Parties	−.081*
Professors in general as role models	.116***	Self: undifferentiated	.079*
Fraternal organizations and activities	−.113***	Other extra-curricular activities	−.079*
Specific professors as role models	.106**	Self: academic goals	.075*
Content of classes	.090**	Libraries and other physical facilities	.073*
Important local event(s)	.086*	Administrative persons or administration itself	.073*
Important non-local event(s)	.086*	Cultural entertainment events	.070*
Existence/activity of radical-liberal groups	.083*	Specific sets of professors as advisors	.069*

Note.—Levels of significance were: .069=p<.05; .089=p<.01; .114=p<.001 in all analyses other than the *Sources of Influence Rating List*.

Positive correlations indicate that students more strongly identified with this orientation tended to give the listed response; negative correlations indicate that those not so identified tended to do so.

[a]*Sources of Influence Rating List* is not included for analysis in this table—it is reserved for separate analysis and comment.

Nonconformist Orientation. Students who characterized themselves as having a nonconformist view of higher education presented a more numerous and somewhat idiosyncratic array of sources of influence. Their source of influence profile is marked by the appearance of such "anti-establishment" factors as "drugs" and "rules of the university" and by concern with such inner-directed matters as personal experience and personal goals. By definition (cf. Appendix B), nonconformists may be expected to emphasize individualistic interests, personal identity concerns, and conflict with commonly held value orientations. They would be expected to question or reject the business and professional aspirations so prominent among Americans. In fact, they failed to report sources of influence that were vocational in nature. They likewise tended to show a pattern of influence contradictory to that of the collegiate students. Nonconformists are more likely to be influenced by "leftist" political activity, the social struggle of the times, and national events than are the collegiates.

In responding to the questions on the *Specific Sources of Influence* form, the nonconformists tended to answer in a manner more approaching that of the academically oriented students. Books, classes, professors as models, and social issues and events were noted as sources of influence by both groups. In the area of religious involvement, nonconformists identified the same sources as the academics while adding that their friends influenced their involvement; a spouse, steady date or fiance(e) did not.

Sources of Influence Rating List. The continuous data of the *Rating List* are treated separately from the categorical data of the other five topic-areas. As mentioned earlier, the nature of the instruments, one structured and the other open-ended, may account for the differences in the results obtained. These results are reported in Table 27. Blank spaces indicate lack of statistically significant correlations. N's are provided for each item since the number of students responding to each item varied widely. Positive correlations indicate that students more strongly identified with the particular orientation tended to rate the source of influence item as having been a great contribution to them; negative correlations indicate that they considered the category to have had slight impact. For students who rate themselves as least identified with a particular orientation, the reverse of the relationships given above is true.

Very striking in Table 27 are the differences in direction of the correlation coefficients reported. All coefficients involving the collegiate orientations are positive; all those involving the vocational orientation are negative. All but three of the coefficients for the academic orientation are also negative. Evidently, the *Sources of Influence Rating List* instrument ascertains primarily sources of influence on students of predominantly collegiate orientation. For students of predominantly vocational and academic orientation, the results of this correlational analysis imply that most of the 46 items rated in the RL make a very small or only moderate contribution to their personality development. Furthermore, many of the categories that made great contributions to students of predominantly collegiate orientation were those that had slight effect on the academically and vocationally oriented students. This finding could be expected, given the interrelationship among the Orientations Toward College found in Table D-1 of Appendix D. The collegiate orientation correlates negatively with the others, although the negative correlation with the nonconformist orientation is weaker than that with the other two orientations.

The collegiate orientation showed the strongest correlations on the variables most expected: fraternal organizations, parties, athletic events, campus traditions and dating. Nonconformists and collegiates agreed on one thing—the influence of campus events as a significant factor. It is possible that "campus events" had different referents for each group: football games, fraternity events and "round-up" for the collegiates; administration activity, protest rallies, and other events of a socio-political nature for the nonconformists.

TABLE 25

Significant Correlations of the Variable "Collegiate Orientation" with Various Sources of Influence Categories[a]

Religious Involvement		Choice of Major	
Item	*r*	*Item*	*r*
Personal philosophy as basis of behavior	.104**	Friends	.084*
Courses	−.090**		
Self: needs, desires, etc.	.080*		
Choice of Occupation		**Participation in Campus Organizations**	
Item	*r*	*Item*	*r*
Friends	.099**	Personal growth	.150***
Vague responses	−.080*	Sense of belonging	.146***
Other adults	.074*	Organization not worthwhile	.111**
Immediate family	.071*		
Specific Sources of Influence on Students' Lives (Open-Ended Responses)			
Item	*r*	*Item*	*r*
Fraternal organization & activities	.160***	Intramurals and athletic events as participant	.087*
Leadership position	.128***	Books	.080*
Spouse and marriage	−.103**	Social conditions, poverty, war, etc.	−.079*
Existence/activities of radical-liberal groups	−.099**	Political organizations and activities	−.075*
Self: social goals	.094**	Close friends and acquaintances	.073*
Other relatives	.092**	Events of non-local importance	−.070*
Other extra curricular activities	.090		

Note.—Levels of significance were: .069=p<.05; .089=p<.01; .114=p<.001 in all analyses other than the *Sources of Influence Rating List*.

Positive correlations indicate that the students more strongly identified with this orientation tended to give the listed response; negative correlations indicate that those not so identified tended to do so.

[a]*Sources of Influence Rating List* is not included for analysis in this table; it is reserved for separate analysis and comment.

TABLE 26

Significant Correlations of the Variable "Nonconformist Orientation" with Various Sources of Influence Categories[a]

Religious Involvement		Choice of Major	
Item	*r*	*Item*	*r*
"Time"	−.171***	Personal interest: affinity	.097**
Courses	.166***	Personal interest: vocational	−.093**
Self: needs, desires, etc.	.148***	Delimiting factors	.086*
Personal philosophy as basis for behavior	.143***		
Local friends	.094**		
College teachers	.091**		
Books	.089**		
Spouse, "steady," fiancé(e)	−.076*		
Choice of Occupation		**Participation in Campus Organizations**	
Item	*r*	*Item*	*r*
Job potential	−.094**	Organization not worthwhile	.163***
Vague responses	.087*	Vocational benefits	−.093**
College teacher	.075*		

Specific Sources of Influence on Students' Lives (Open-Ended Responses)

Item	*r*	*Item*	*r*
Books	.185***	Events of non local importance	.095*
Rules of university, bureaucratic structure, administrative policy	.144***	No response to the question	−.086*
Plan II	.130***	Drugs or drug experience	.084*
Content of classes	.121***	Intramural & athletic events as participant	−.082*
Important local event	.115***	Academic atmosphere of campus in general	.082*
Specific professor as role model	.108**	Unique personal experience	−.080*
Social conditions, poverty, war, etc.	.108**	"Steady", fiancé(e), friend of opposite sex	.078*
Movies and TV	.099**	Religious organization & activities	−.075*
Existence/activities of radical-liberal groups	.098**	Leadership position	−.075*
Fraternal organization and activities	−.097**	Self: personal goals	.071*

Note.—Levels of significance were: .069=p<.05; .089=p<.01; .114=p<.001 in all analyses other than the *Sources of Influence Rating List*.

Positive correlations indicate that students more strongly identified with this orientation tended to give the listed response; negative correlations indicate that those not so identified tended to do so.

[a]*Sources of Influence Rating List* is not included for analysis in this table but is reserved for separate analysis and comment.

TABLE 27

Sources of Influence Rating List: Significant Correlations of "Orientations Toward College" with Given Sources of Influence Categories

Source of Influence Categories	Orientation Toward College							
	Vocational		Academic		Collegiate		Nonconformist	
	r	N	r	N	r	N	r	N
Father			−.109**	774	.180***	773	−.203***	775
Mother			−.106**	788	.186***	786	−.178***	789
Brothers					.137**	493		
Sisters			−.129**	464	.164***	463		
Grandparents								
Other relatives			−.154***	630	.135***	629	−.121**	632
Hometown adults			−.145***	670	.143***	668		
Hometown friends			−119**	698	.166***	696		
Profs in own department								
Other professors			.100**	699			.144***	700
Department staff members								
Counselors								
Minister or religious worker					.127**	559		
Residential adviser					.160**	408		
Roommate	−.153***	697	−.139***	696	.209***	695		
Other co-residents	−.205***	545	−.171***	5[illegible]	.224***	545		
Friends	−.133***	728			.162***	726		
Spouse, steady, fiancé(e)								

TABLE 27 (continued)

Source of Influence Categories	Orientation Toward College							
	Vocational		Academic		Collegiate		Nonconformist	
	r	N	r	N	r	N	r	N
Fellow students			−.170***	677	.154***	676		
Fraternal organizations	−.181***	446	−.259***	446	.303***	445	−.182***	446
Other social organizations	−.181***	390			.217***	389		
Vocational organizations					.191***	299		
Academic organizations							.143**	354
Service organizations								
Performance organizations								
Religious organizations								
Student government committee	−.168**	259						
Union committee								
Y committee							.203**	190
Classes			.133***	654				
Churches								
CEC events								
Books you read	−.111**	703	.188***	703			.247***	704
Job								
Campus traditions	−.129**	580	−.175***	579	.251***	578		
Housing	−.136**	555	−.239***	554	.125**	555		
Parties	−.129**	621	−.265***	621	.326***	619	−.159***	622
Dating	−.179***	660	−.242***	661	.264***	660		

TABLE 27 (continued)

Source of Influence Categories	Orientation Toward College							
	Vocational		Academic		Collegiate		Nonconformist	
	r	N	r	N	r	N	r	N
Honors received			−.174***	544	.176***	545	−.160***	554
Orientation program								
Intramurals			−.172***	401	.251***	401	−.150**	402
Library								
Athletic events			−.264***	574	.318***	573	−.231***	575
Challenge program								
Campus event	−.178***	413			.128**	411	.148**	412
Event of national importance	−.130**	585					.130**	585

Note.—Positive correlations indicate that students more strongly identified with the particular orientation tended to rate the source of influence item as having been a great contribution to them; negative correlations indicate that they considered the category to have had slight impact. For students not identified by the orientation, the opposite of the above is true.

** $p = < .01$

*** $p = < .001$

Students more identified with the nonconformist orientation tended to rate books, classes and academic organizations as having made great contributions. The academically oriented showed no such special affinity to academic organizations. This finding might be accounted for by the fact that academically oriented students indicated both positive and negative reactions to organizations in general (see Table 24).

The results of Table 27, tend to confirm those of the preceding sections. The most notable exception is the category "spouse, steady, fiancé(e)." When asked to *rate* the importance of their spouse, steady date or fiance(e) as influences upon their lives, students from all outooks on higher education rated them much the same. When writing a free-response answer to other questions in the questionnaire, students did not respond as uniformly (cf. Tables 23-27). This discrepancy may be due, as mentioned earlier, to the difference between responding freely to questions and checking a rating on a preselected list.

Sources of Influences Correlated with the Four Orientations Toward College: A Synthesis

The investigators undertook a synthesis of the correlational data, seeking to determine whether there were sources of influence that discriminated consistently among seniors of differing philosophies of higher education. Table 28 includes those source of influence categories appearing in Tables 23 through 27 that correlated with at least three of the orientation toward college variables in one or more topic-area. For example, if "sister" correlated negatively with Academic Orientation in the Choice of Major area and positively with Nonconformist and Vocational Orientation in the Religious Involvement area, she would be considered a discriminating source of influence and incorporated in Table 28.[11]

The orientation headings in Table 28 refer to students for whom the orientation is considered most appropriate; i.e., they probably rated it "1", "2", or "3". A "yes" in the table means that students for whom the orientation is an appropriate label tended to report the particular category as a source of influence upon them. A "no" indicates they definitely tended to omit the item in their assessment of influential factors in their lives.

The clearest pattern of response appears in the categories of influence dealing with the "Social Awareness" concerns of the students in the sample. The vocationally and collegiately oriented students tended not to perceive these categories as significant influences while seniors adhering to the academic and nonconformist orientations did. Since the vocational and collegiate orientations place low on Trow's dimension, "Involvement with Ideas," these data are appropriate.[12] What may be a little surprising is that academics tended to list them as influences. The academic orientation in its pure form has been described in a more bookish, scholarly or aloof vein, symbolized by "library, lab, and seminar" and not concerned with "worldly matters." Perhaps the picture of the academic has been a bit overdrawn. The data of the study point to students of a nonconformist outlook as possessing a kind of "extramural intellectualism," with sources of influence located in the outside world of social issues.

In the academic area, the source of influence pattern is again, almost completely, what one would expect. Nonconformists and academics again concur on what influence them: books, classes and professors.[13] Vocationals and collegiates are not substantially influenced by those categories, although the collegiates did tend to report "books." They may have been referring to books other than textbooks. They exhibited no particular tendency in their responses about the faculty.

Concerning the four categories dealing with the "Social-Recreational" side of college life, collegiates generally thought they were impactful, whereas students of the other three orientations tended not to think so. By definition (cf. Appendix B) the collegiate orientation would be expected to be more strongly influenced by these categories. Nonconformists did agree with the collegiates on the significance of dating, however. Why collegiate-oriented seniors exhibited the tendency to find organizations not worthwhile is not known. Their admittedly strong involvement in that form of extracurricular activity apparently sometimes fell short of being a satisfying experience.

In the interpersonal classification, the results are much less clear than for the previous sections. The "nuclear family" was given as a source of influence

[11]Since the great majority of the correlation coefficients in Tables 23-27 are under the headings, Specific Sources of Influence on Students' Lives (Open-Ended Responses) and *Sources of Influence Rating List*, the present table is primarily a synthesis of results from those latter topic areas.

[12]See Fig. 1 in Appendix D for a diagram of placement of the orientations on dimensions of "Involvement with Ideas" and "Identification with the Institutions." Appendix B carries a description of each of the four orientations.

[13]Note that these two orientations intercorrelate at .312 ($p<.001$).

by students of a collegiate orientation but by no other. The overall importance of familial sources of influence reported earlier may have resulted from the greater numbers of collegiate oriented students substantially influencing the mean scores for the overall sample. Collegiates seem to have had closer family ties. They also indicated *lack* of influence by the more serious relationship categories of "spouse, 'steady', fiancé(e)." Perhaps they needed time to "settle down" enough to be influenced by those kinds of more serious, stable relationships although they felt affected by their friendships in a general sense. In this regard, peer relationships seem to be somewhat more impactful for collegiates and nonconformists than for the other two types of students.

In the intrapersonal realm, the vocationals are less introspective, or "inner directed." It is to be expected at the developmental stage where one's self-identity is being crystallized that one's own needs, desires and outlooks are seen as shaping influences. It is possible that vocationally oriented students are much more goal oriented and concerned with external considerations instrumental to the attainment of their career goals than in preoccupation with personal development *per se*.

TABLE 28

Comparison of Response Tendencies Toward Sources of Influence Categories Discriminating Among Students with Different Orientations Toward College

Source of Influence Types and Categories	Orientation Toward College			
	Vocational	Academic	Collegiate	Nonconformist
I. SOCIAL AWARENESS				
Social issues & concerns	no	yes	no	yes
Important events	no	yes	no	yes
Political activities	no	yes	no	yes
II. ACADEMIC				
Books	no	yes	yes	yes
Classes	no	yes	no	yes
Professors	no	yes		yes

TABLE 28

Comparison of Response Tendencies Toward Sources of Influence Categories Discriminating Among Students with Different Orientations Toward College

Source of Influence Types and Categories	Orientation Toward College			
	Vocational	Academic	Collegiate	Nonconformist
III. SOCIAL-RECREATIONAL				
Fraternal organizations	no	no	yes	no
Extracurricular activities parties, dating	no	no	yes	yes & no
Intramurals-athletics		no	yes	no
Organization not worthwhile[a]		yes & no	yes	yes
IV. INTERPERSONAL				
Nuclear family	no	no	yes	no
Spouse, "steady," fiancé(e)	yes & no[b]	yes	no	yes & no[c]
Friends	no	no	yes	yes
V. INTRAPERSONAL				
Self: needs, desires, etc.		yes	yes	yes

Note.—Blank spaces indicate that no significant correlations were reported for those variables, meaning that the respondents classified by the particular orientation were just as likely to report the category as a significant influence as not so to report it.

[a]The academically oriented tended to give both favorable and unfavorable responses. The correlation coefficient for the Vocational Orientation was negative on "organization worthwhile:" meaning that vocationals did not say organizations were worthwhile. No information was provided for whether they considered them not worthwhile.

[b]This variable *was* a source of influence on RI but was considered *not* an influence on the OR.

[c]This variable *was* a source of influence on the OR but not on the RI.

SUMMARY AND DISCUSSION

A Summary of Research Findings

Before discussing in greater depth the sources of influence reported for the graduating class of 1968, it might be wise to summarize briefly some of the principal findings. These results of the investigation are grouped under the heading apropos to their location earlier in the study.

Characteristics of the Sample

(1) The students were a relatively homogeneous group with respect to age, socio-economic and ethnic background. Modally, they adhered to a collegiate orientation toward education that emphasizes the extracurricular side of college life. They express little regard for a nonconformist outlook.

(2) Satisfaction with the university as reflected by scores on each of the satisfaction subscales and the overall satisfaction score was moderately high for most students.

(3) The subjects in the sample considered themselves to be "middle of the-road" to moderately liberal in social-political matters.

(4) A marked decline in self-reported religious participation was noted from freshman to the senior year.

Sources of Influence: Overall Trends

(1) Intrapersonal factors, such as a student's interests and needs repeatedly appeared as the motivating force in students' lives. These factors were especially operative in the areas of the students' religious life, educational plans and occupational choice.

(2) The impact of the family, especially the parents, was quite deep and extensive. This findings was most noticeable on the *Sources of Influence Rating List*. The religious involvements of the students were under strong familial influence.

(3) Students' instructors figured prominently as sources of influence in a general sense and specifically in the matter of choosing a college major.

(4) The influence of peers was mentioned frequently. This influence was especially noted in the Specific Sources of Influence (Open-Ended Responses) area. The influence was manifested through such persons as the students' dates, roommates and friends.

(5) With the exception of fraternal organizations, campus organizations and committees fared comparatively poorly as sources of influence. Students said that they participated in these organizations for reasons of personal benefit to themselves.

(6) Besides intrapersonal sources of influence the families and instructors of the students affected their choices of college major.

(7) Sources of influence having aversive effect on the students were primarily those involving the classroom and facilities and qualities of the university. The loci of discomfort were the grading system and the regulatory aspects of the university's administrative structure, which was seen as bureaucratic.

(8) College classes were reported to be influential but not as impressively as might have been expected.

Sources of Influence Peculiar to Sub-Groups of Students

(1) Women tended to report more common sources of influence than did men. They also tended to rate almost any given item as having been a greater influence on them than

men perceived it to be for themselves.

(2) Women acknowledged the influence of other persons on their lives more than did the men in the study. Especially noteworthy were family, friends of both sexes, and influences arising from social interactions.

(3) Students of well-to-do families appeared to be especially influenced by their fathers and fraternal organizations.

(4) Books, instructors and courses had their impact on those students with the higher grade point average.

(5) Students satisfied with their collegiate experience tended to be influenced by:
   a.) Campus organizations (especially fraternal and vocational)
   b.) Campus social life (parties, dating, etc.)
   c.) Athletic events
   d.) Peers
   e.) Classes

(6) Dissatisfied students reported that the rules of the university, extensive organizational structure and policies and its administrative personnel had aversive effects upon them.

(7) Students satisfied with their interpersonal relationships at UTA tended to indicate factors such as dating and friendships as influential upon them, whereas the interpersonally dissatisfied were prone to mention more nonpersonal factors, such as movies and TV.

(8) The students that were intrapersonally satisfied at UTA noticeably indicated more hometown influences (especially familial), while those seniors intrapersonally dissatisfied were more likely to find the rules of the university a significant aversive factor.

(9) Relatively few sources of influence were identified by the vocationally oriented seniors as having had a significant impact upon them. A number of categories mentioned by students with other orientations were noticeably absent from their responses. Therefore a profile of sources of influence did not emerge for them. They are distinguished from other students primarily by the fact that few influences affected them.

(10) Students identified with a collegiate philosophy tended to report organizational, recreational, casual peer and familial sources of influence. They appeared relatively unaffected by the social consciousness and academic influences that typified the students of academic and nonconformist orientations.

(11) Academically oriented students were more affected by sources of influence arising from the academic environment (e.g., faculty) and by the influence of social and political issues and events. However, social-recreational and personal factors (e.g., dating, friendships, and other social ties with which collegiates identify) had less impact upon them. They share many mutual sources of influence with the nonconformist oriented student.

(12) Students of a more nonconformist outlook exhibited a concern with their personal goals in life as opposed to vocational goals. They reacted unfavorably to the university administration, its regulations and its personnel. They shared with the academics an emphasis on the importance of intellectual pursuits and social consciousness while acknowledging with the collegiates the impact of interpersonal relationships.

Discussion of the Collegiate Sources of Influence

Overview

An analysis of the results of this study has produced a wealth of data that offer a wide range of insights about college students at the university. Many of these insights should serve as useful hypotheses for subsequent, more rigorous investigations. Such investigation should also be longitudinal. This would permit an appraisal of the degree to which the perspective of college students at point of graduation changes over time. Despite the comparatively un-

controlled questionnaire methodology employed, relatively clear trends have emerged from the responses of the large number of seniors surveyed. Some of the most consistent outcomes, as well as a few of the more puzzling results, have been selected for discussion. Additional areas will be apparent to the reader as worthy of fuller consideration and hopefully will be pursued by him.

The Impact of the Family

The immediate family, especially parents, were reported rather extensively as being a major source of influence for the subjects in the study, especially the collegiately oriented ones. Four possible reasons could account for this impact:

(1) The timing of the survey at graduation elicited the responses. "Now I'm heading out for a career in the adult world; mom and dad made it all possible." Considerable filial debt might have been felt.

(2) Family ties were strong for the students. They would have reported their parents as sources of influence irrespective of the time at which results were obtained.

(3) Since most of the graduates were supported financially by their parents during their years at the university, they owed them a financial debt.

(4) Parents may have been a strong sustaining influence and source of psychological support to their offspring.

Whatever the factors might be that account for the results, the data seem contradictory to the widely hearlded notion of a "generation gap" between college students and their parents. Further evidence supporting the lack-of-generation-gap notion comes from a survey of attitudes of incoming UTA freshmen and their parents taken during the 1970 Summer Orientation Program at UTA.[14] This survey revealed a strong similarity of opinion between parents and their sons and daughters regarding socio-political attitudes. A moderate similarity existed for attitudes toward higher education. Apparently, Texas youth are and have been assimilating parental value systems into their own to a greater extent than the public generally assumes. The one major exception to the congruence of parent-children attitudes was found in the area of attitudes toward student personal autonomy and campus behavior. Comment on this finding is given below in the section on personal motivation.

Parental influence, as assessed in the present study was mentioned most prominently in the area of the students' religious involvement. In view of the finding that the reported religious participation and religious affiliation of the subjects in the sample *declined* during the UTA experience, the question is raised as to whether the decline in this kind of religious involvement in the students actually mirrored such a decline already existent in the parents. Alternatively, at least some students may have written about their parents as sources of influence on their religious involvement *prior* to coming to UTA. If this were the case, this decline during the college years would bear no overt relationship to more recent parental religious affiliation and participation.

Traditionally, the father of the family is perceived as occupying the preeminent position as a source of influence upon a child's choice of career. The results of this study indicate instead that the sons and daughters tend to prefer following their own pursuits. Although the influence of the family in this area was reported to a fairly strong degree, it does seem much less likely now that a son, for example, will follow in his father's professional footsteps. The son's own interests and other environmental factors such as the impact of teachers are likely to be somewhat more influential.

As a closing comment, it might be noted that a noticeable difference in prominence of parental influence appeared when results of its assessment in the Open-Ended Response question were compared with that of the *Source of Influence Rating List*. Students may feel obliged to report parental influence more strikingly when asked to rate their degree of influence than when asked to write about anyone or anything's influence upon them in an unstructured

[14]Personal communication from the investigator, Richard Nicholas. The study is in preparation.

essay. Since a more accurate picture of influential factors might be rendered in the Open-Ended Response, the very high ratings appearing in the *Rating List* assessment may be an inflated estimate of parental influence.

Personal Motivation as a Source of Influence

The area of personal motivation as an influence on students in a number of topic areas was a prominent finding of the study. Unfortunately, one's personal motivations are difficult to specify clearly and are more difficult to identify as to their origin(s). One is apt to think of personal motivation as being discrete and apart from the influence of parents and friends. In fact, the personal motivations of students are likely to mirror in considerable measure the values of "significant others." In short the personal motivation of the student may well be the desires, ideals, and values of parents and peers, one step removed. Nevertheless, in the present study, the emphasis that respondents gave to their conscious apprehensions about impact upon them suggest that they felt that they were masters of their own destiny and were pursuing paths which were consonant with that destiny.

Feldman and Newcomb (1969) have claimed that studies in this area seem to have discovered a "norm of independence" as characteristics of students. They reported that students appeared reluctant to admit that they might be influenced by authority figures. The earlier mentioned, a 1970 Orientation Survey found that parents and students differed on how much personal autonomy college students should have. The incoming freshmen perceived themselves to be more mature and independent than their parents perceived them.

In the light of these studies, the discomfort of students toward policies based on a philosophy of *in loco parentis* is understandable as is their subsequent demand for greater automony and control. It might be advisable for colleges and universities to take advantage of student predispositions toward independence by affording them maximal opportunities for leadership and opportunities for making the significant decisions that affect their lives. Student involvement in policy-making and other type decisions would then consist of much more than the token degree of involvement in the university's governance than has been characteristic of student government in the past.

The university might also provide maximum flexibility in its educational offerings so that students have the opportunity to activate their diverse interests to their own satisfaction. Individualization might also be furthered by a program acceleration for individual students desiring it. All of this could be a part of a total program of self-paced instruction.

The Impact of the Faculty

The significance of the faculty lay mainly in their individual positions as role models and, secondarily in their teaching abilities. The impact of the faculty on the students in the current study was carried for the most part by the professors in the students' own departments. The degree of influence, then, seems to be a highly variable entity, depending on the degree of social distance or involvement of the faculty member *vis-a-vis* the student. Apparently, students use faculty members as role models when the students are able to have an extensive degree of interaction with them. It is important, then, that the influence of the faculty be maximized in the direction of increased amount of contact between faculty and students. This may take many forms, for example, smaller classes of a seminar type, tutorial courses, joint project efforts on and off campus, and increased frequency of student advisement by the faculty.

Historically, professors at state universities have been stereotypically viewed as anti-religious, and more importantly, as implanting such attitudes in their students. Feldman and Newcomb (1969) reported that religious attitudes of students were influenced mainly by professors, courses, reading and friends, influences mostly academic in nature. The present study has not replicated these findings for UTA seniors. Academic sources of influence ranked very low in this area. Intrapersonal, church-related, peer, and familial influences were reported far more frequently as having an impact on religious involvement. A process of secularization occurring among UTA students may indeed be inferred from the decline in the mean score of their self-ratings of degree of religious par-

ticipation while at the university. Ascribing the course of that process to their teachers or even to other specifics in the university environment is unsupported by the data of this study. Since "intrapersonal" factors were the most frequently mentioned sources of influence on religious involvement, some change in religious values and commitment must have been taking place for them. They were probably not aware of all the causal factors involved bringing about this change.

The Influence of Peers

Although the students' peers were powerful sources of influence, their impact did not appear to have quite the prominence which other studies have attributed to them (cf. Sanford, 1962; Newcomb and Wilson, 1966; and Whittaker, 1969). When an appraisal of who or what had a lasting and significant impact upon their lives *in general* was sought, the students in the present study were quite likely to react with, "My friends." The influence of friendship rated as the most frequently mentioned influence in the Open-Ended Response question (cf Table 5). However, when sources of influence in the four more specific topic-areas were desired, the seniors tended to mention their own personal motivation, their families and their teachers. The slight diminuation in importance of peers as sources of influence in this study might be an artifact of the possibility that the four more specific topic-areas studied were not the areas in which peers were likely to have a large impact. Or, perhaps students feel in some vague way that their friends have been influential in their lives but experience difficulty in specifying that influence in particular aspects of their lives.

Pannabecker (1969) found that relationships with persons were the most meaningful influences on the lives of his subjects at UTA (professors were listed first and friends, second). This study offers some confirmation of his findings. An inspection of all the data described above reveals that *persons* in general are the sources of influence. It is noteworthy also that the influence of persons generally arises in *other* than campus organizational contexts. While organizations, especially fraternities and sororities, exerted a relatively strong influence on *some* students, it is apparent that the average day-to-day, one-to-one relationships between students carried the major portion of the influence on their thinking and behavior.

The planning of college environments ought to incorporate in it the implications of this need for personalization. Facilitation of small group or one-to-one encounters for social and academic purposes might be more effective in aiding student intellectual and social development than gearing efforts toward large-scale enterprises. Lounges with snack facilities could be provided in classroom buildings to facilitate opportunities for interpersonal contacts. Opportunities for participation in small group activities such as available through sensitivity training, encounter groups, and communication labs would be a further means for encouraging personal relationships. These relationships ought to include faculty-students as well as student-student processes.

Sources of Influence Perceived as Aversive by Students

The Grading System. When the seniors wrote about the influence of their courses at the university, they often singled out course grades for adverse comment. One is tempted to attribute such commentary to disgruntled students who cannot or will not measure up to some required levels of achievement. However, the research findings have offered no relationship between poor grade point average and complaints about the grading system. The complaints originate just as often from the more achieving students. Secondly, the subjects in this sample registered general satisfaction with the university, even in the academic areas. The unfavorable indictment of the grading system in the midst of other more complimentary comments deserves some attention.

The reaction to the grading system has already generated a thrust toward the pass-fail system. This system is already being employed at both the graduate and undergraduate levels to some degree without apparent drop in student achievement. Under this system, students are able to take courses without jeopardy. It is possible that an environmental contingency system based on the elimination of fears

and competition and the substitutions of more individually-tailored rewards might even increase academic achievement.

The Administration of the University. The people in administrative capacities at the university and especially the whole structure of regulations and policies were viewed very unfavorably by this group of students. They may well have developed a caricature of the "establishment" based on newspaper reports about university regulations and policies and the personalities involved in dealing with touchy campus situations. Little, however, is gained by suggesting that improved communications are necessary to the establishment of administration–student harmony. Some mechanisms need to be specified through which reality based understandings can be reached.

It would be useful to distinguish between normal and stressful situations involving contact between administrators and students. Regarding the "normal" type of situation, regular meetings with varying student groups or individuals is only a partial answer in that practical factors such as busy schedules limit the degree to which such contacts are possible. A more practical and fruitful mechanism might be an increased usage of students as part time staff at varying levels throughout the university's administrative echelon. Interaction of students and administrators on this everyday, working schedule basis could facilitate communication and understanding beneficial to both groups.

Benefits of this daily working together in the normal situation might accrue to the quality of their contact during the more stressful confrontations that are inevitable in the current unstable society. At least gratuitous generalizations peripheral to the issues involved might be eliminated, thereby increasing the possibilities for a more direct, enlightened, and hopefully more productive confrontation. To treat the matter of additional mechanisms appropriate to these more acrimonious encounters would require data and discussion that exceed the scope of the present research.

In speaking to the necessity for a university's administration to avoid isolation from the student body, certain realities must be faced. There are difficulties in administering a large "multiversity" of 40,000 students, difficulties in processing the necessary daily business of the enterprise. This activity requires an increasing number of levels of administrative structure. Universities are challenged to maintain personalization within the university environment in a situation which promotes depersonalization.

Clearly it is difficult to feel a sense of personalization among 40,000 students, 1,700 faculty, and 10,000 staff members. It is possible, however, to identify with and feel known by some smaller subunits within that system. For example, colleges, departments, and even areas within departments provide already established logical subunits. It is at this point that faculty members have an ideal opportunity to exercise their acknowledged influence. Individuals and groups of faculty members could enter into frequent contact with small numbers of students in these university subunits. This contact would involve academic, personal, social, and administrative matters, affording the students a "home base" on the campus. Then one could have some realistic expectation that personalization of the inevitable university bureaucracy might be affected via this mediation of the faculty.

It should be stressed that the intent of the above endeavors should not be to overcome all negative attitudes toward the administration or any other element in the institution. Rather, the investigators seek to encourage a critical, but factually based analysis of the environment in which students are placed in order that the environment might be made as conducive to their productivity as is possible.

Discussion of Sources of Influence for Sub-Groups

Sources of Influence for Women vs. Men

As already noted, women reported substantially more common sources of influence than did the college males, and on the *Sources of Influence Rating List*, the senior women tended to rate nearly every item as having been a greater influence upon them than did their male counterparts. Why women and men responded so differently is puzzling, but there are some possible hypotheses:

(1) Men tend to be more autonomous than women

or at least they perceive themselves to be more self-directed. Consequently, male seniors are less likely to report being influenced by other people or environmental events.

(2) Men are not more autonomous than women but simply less cognizant of the factors influencing their goals, decisions, and other activities. Women are more sensitive to the people and events in their surroundings and, accordingly, more aware of their implications and impact.

(3) Members of both sexes possess equivalent autonomy and cognition of influence in the environment. However, it is more socially acceptable for women to admit to and talk about being influenced by other people, especially persons of the opposite sex. Role relationships in contemporary society may well have resulted in the greater amount of female disclosure about sources of influence upon their lives. The investigators are moderately inclined to accept this last interpretation of the data, believing that current social relationships were reflected in the response to the survey. Further research might examine some reasons for the differences in the ways men and women responded.

Sources of Influence Related to Student Satisfaction and Subcultural Orientation

Satisfied Students: Collegiates. The students most satisfied with their experience at UTA tended to possess a collegiate philosophy of higher education. They put great emphasis on the extracurricular, social aspects of college life and so reported sources of influence primarily of a social or recreational nature. The university met their expectations, apparently by providing opportunities for the kind of college life outside the classroom, laboratory, and library that collegiates deemed essential elements in their UTA experience.

Why the university should be so conducive to the satisfaction of collegiate students is problematic. It may be conjectured that the University of Texas at Austin, is congruent with the personalities of the collegiates because it is from one point of view, a self-perpetuating cultural system in which social life, friendships, athletics, and loyalty to traditions are the identifying characteristics. These characteristics of the university adequately describe the collegiate philosophy and thereby enable the university to meet collegiate needs more readily than those of other non-collegiate students. It should come as no surprise, therefore, that the collegiate students should claim more satisfaction with the university than do the remainder of the student body.

Dissatisfied Students: Academics and Nonconformists. Seniors who tended to be dissatisfied with UTA were those more identified with the academic and nonconformist orientations. These groups of students are comprised of those who will possibly be the scholars and persons tending to be artistic or individualistic. These students felt more affected by the social issues and events of the times. Of equal importance were matters of scholarship and intellectual development. In addition, nonconformists pursued concerns involving their personal identities. Sources of motivation for them and their consequent interests and life styles differed to a marked degree from those affecting the dominant collegiate group of students.

These two types of students, especially the nonconformists, could, in 1968, be referred to as "norm divergent minority." Their discomfort with their status at the university was manifested in statements related to the university administration, its rules, bureaucratic aspects and personnel. Although griping about authority might be typical of any students anywhere, at UTA they were forthcoming mainly from this divergent group. If indeed the university has geared its environment and operation more toward the representatives of a subcultural system oriented toward extracurricular activities, social life, friendships and college traditions, a significant minority group can be expected to express hostility toward the perpetuators of that dominant system.

Since inquiry and learning have been considered traditionally to be the reason for the existence of a university, the criticism of the students with nonconformist and academic orientations, who espouse these scholarly values, should be a source of great concern to the university administration. In addition to reacting adversely to an educational climate per-

ceived as being geared to collegiately oriented students, academic students probably resent many of the organizational constraints on their learning. These would perhaps be identified as required courses, grading policies, or limited contact with professors.

In any event, keeping the university *universal* with regard to kinds of students, faculty, subjects and ideas resident therein is deemed a worthy goal. Dissatisfaction on the part of even a minority of students can possibly be channeled toward the investigation of alternative structures within the university's ambit that would increase the benefit that academic and nonconformist students could obtain from it as well as increase their contribution to the school.

Campus Organizations as Influences. Although the impact of campus organizations, especially fraternal organizations appeared less potent than might have been expected, students who rated themselves as being satisfied at UTA still tended to report that campus organizations were influential upon them. Furthermore, those fraternal organizations tended to have their impact on the collegiate students (who were the students most satisfied with the university). It becomes apparent that there is a positive relationship between (1) having a collegiate orientation toward college, (2) being satisfied with the university and (3) replying that fraternal organizations were sources of influence.

Collegiates also tended to report that campus organizations were not worthwhile. Collegiates probably found campus organizations other than fraternities and sororities less than adequately satisfying to their needs. In the future it will be important to monitor for changes in the relationship between these three variables, since they are descriptive of the largest group of the 1968 graduates who responded to the survey. As these variables change in their relationship, as well as in individual frequency of appearance, so will the nature of the student population at UTA.

Vocational Orientation Students. The lack of a positive influence picture for the students having a vocational orientation may make it difficult to "program" the environment for them. They identify much less with the university and so may have been less communicative with the investigators when asked about the impact of the university experience. Future research could be directed specifically at this relatively nondescript group. A search for relevant variables needs to be undertaken so that the university might have its greatest possible influence on their thinking and behavior.

Concerning Subcultural Stereotypes. The differential analyses performed for this study point to the necessity for viewing students as diverse subgroups rather than as a single entity. Despite considerable homogeneity with respect to personal and family background, the correlational analysis on the sources of influence suggest strongly underlying heterogeneity with regard to a philosophy of higher education and its consequent behavioral manifestations. This heterogeneity was manifest not only with respect to *groupings* of students but even within those groupings. Most students incorporated elements from several orientations in their own outlooks, although elements of one orientation generally predominated.

Implied here is that no single construct of student orientation is adequate. Illustration of this argument may be found in the correlational analyses. Certain exceptions to the expected relationship between one of the four orientations toward college and a particular source of influence category were found.

As already noted, students of academic orientation tended to be dissatisfied with their collegiate experience, although the university is usually described as a center of learning that appeals to scholarly persons. Academic students are also often pictured as relatively asocial, or given to "interest in ideas, pursuit of knowledge and cultivation of the intellect." (Appendix B, p. 83). Academics proved to be influenced by current social questions to a greater degree than would have been anticipated, although the collegiate type of extracurricular activities were very unappealing to them.

Social Action Concerns Academics and Nonconformists. Since the concern for social action was appropriate primarily to students of academic and nonconformist orientations, a minority of the student

body, any fear that UTA was an incipient hotbed of revolutionary militancy would be unjustified. Data on the 1968 graduating class describe them as being students of a rather traditional socio-political orientation. A current hypothesis would claim that the description of the student population of 1971 with respect to these attitudes has not changed markedly since 1968. The investigators predict that students today would report more influence on them by contemporary social concerns (e.g. ecology, the war), the protest and violence movement on campus; that the nonconformist philosophy of higher education would describe an increasingly larger number of students; that students would report *lower* satisfaction with the university. And yet these changes are expected to be relatively small. Students at The University of Texas at Austin are not likely to be very different from what they were in 1968.

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APPENDIX A Statistical Tables for the Characteristics of the Sample

TABLE A-1
Amount of Parents' Formal Education

Degree of Education	Fathers N	Fathers %	Mothers N	Mothers %
(1) 12 years or less	273	33	355	42
(2) 1-4 years of college	186	23	232	28
(3) BA or equivalent	207	25	190	23
(4) Degree beyond BA	149	18	50	6
No response	16	1	4	1
TOTAL	831	100	831	100
Mean	2.71		1.92[a]	

[a]The difference between these means is statistically significant at $p<.001$.

TABLE A-2
Occupations of Students' Fathers

Occupation	N	%
Business management	132	16
Own or manage business	110	13
Engineering and architecture	67	8
Sales	64	8
"Other"	62	8
Skilled work	48	6
Medicine, dentistry	41	5
Armed services	36	4
Accounting	35	4
Farming and Ranching	35	4
Unskilled work	29	4
Government service	25	3
Lawyer	24	3
College professor	18	2
Teacher below college level	16	2
Public relations	14	2
Scientific research	14	2
Social science, service	10	1
Art, music	7	1
No response	43	4
TOTAL	831	100

TABLE A-3
Occupations of Students' Mothers

Occupation	N	%
Housewife	441	53
Secretarial	114	14
Teacher below college level	87	10
"Other"	46	6
Nursing, medicine	23	3
Unskilled worker	16	2
Social science, service	14	2
Management	13	2
Sales	13	2
Accounting	12	1
Own or manage business	11	1
Art, music	11	1
No response	30	3
TOTAL	831	100

TABLE A-4
Frequency Distribution and Means for Parents' Occupational Status Rating

Rating	Father N	Father %	Mother N	Mother %
(1) (High status)	256	31	13	2
(2)	207	25	68	8
(3)	171	21	132	16
(4) (Medium status)	68	8	104	12
(5)	36	4	10	1
(6)	11	1	10	1
(7) (Low status)	9	1	5	1
No response	73	9	489	59
TOTAL	831	100	831	100
Mean	2.32		3.22[a]	

[a]The difference between these means is statistically significant at $p<.001$.

TABLE A-5
Frequency Distribution and
Median for Family Incomes

Income Range	N	%
Under $5,000	40	5
$5,000-$7,499	84	10
$7,5000-$9,999	122	15
$10,000-14,999	224	27
$15,000-$19,999	123	15
Over $20,000	188	22
No response	50	6
TOTAL	831	100
Median—$10,000-$14,999		

TABLE A-6
Frequency Distribution for Students'
College Residences

Residence	Past		Present	
	N	%[a]	N	%
1. Apartment	598	73	421	51
2. Residence Hall	511	61	68	8
3. Fraternity or Sorority House	190	29	69	8
4. With Parents	167	23	51	6
5. Rooming House	149	18	19	2
6. "Other"	125	15	84	10
7. Co-op	56	7	17	2
8. College House	20	2	5	1
No response	97	12	97	12

[a]Because of multiple responses, the percentages add to more than 100%.

TABLE A-7
UTA Colleges and Schools in
Which Students Received Credit

College or School	N	%[a]
Arts and Sciences	679	82
Business	265	32
Education	225	27
Fine Arts	178	22
Engineering	114	14
Communication	102	12
Other	96	12

[a]Because of multiple responses, the percentages add to more than 100%.

TABLE A-8
Frequency Distribution for Number of Hours
Transferred From Another College or University
by Transfer Students in the Sample

Hours transferred	N	%
1-15	191	34
16-30	72	13
31-45	65	12
46-60	65	12
61-75	118	21
76+	42	8

Note.—The percentages are based on an N of 553 transfer students.

TABLE A-9
Geographic Locations of Students' High Schools

Region	N	%
Southeastern Texas	184	22
Northern Texas	148	18
Southern Texas	140	17
Central Texas	137	17
Western Texas	70	9
Eastern Texas	43	5
Panhandle of Texas	16	2
TEXAS TOTAL	738	90
Midwest, USA	20	2
South, USA	19	2
West, USA	16	2
Northeast, USA	11	1
Other Countries	17	2
No response	10	1
GRAND TOTAL	831	100

TABLE A-10
Population of Students' High School City

Population	N	%
Under 3,000	57	6
3,000 to 9,999	86	10
10,000 to 24,999	90	11
25,000 to 49,999	71	9
50,000 to 249,999	194	24
Over 250,000	321	39
No response	12	1
TOTAL	831	100

TABLE A-11
Students' High School Percentile Standing

Percentile	N	%
90-99	479	58
80-89	166	20
50-75	120	14
1-49	32	4
No response	34	4
TOTAL	831	100

Note.—This table is to be read as indicating, for example, that 58% of the students were in the upper 10% of their respective high school classes.

TABLE A-12
Frequency Distribution of Students' Grade Point Averages at UTA

GPA	N	%
1.0-1.3	114	14
1.4-1.7	188	23
1.8-2.1	273	33
2.2-2.5	170	20
2.6-2.9	58	7
No response	28	3
TOTAL	831	100

TABLE A-13
Distribution of Sources of Income for UTA Seniors in the Sample

Sources of Income	Mean % of Income[a] Supplied by:	S.D.	Modal Range	% of S's Responding At Modal Range
Parents	56[b]	37	90-99	33[c]
Self	29	30	0	32
Scholarships & Grants	5	13	0	78
Other	3.8	15	0	93
Loans	3.4	10	0	85
Spouse	2.5	11	0	94

[a]Amount of income varied across subjects.
[b]The midpoint value for each percentile range was used to compute a specific mean percentage.
[c]Sixteen percent of the subjects reported 0% support by parents.

TABLE A-14
Occupational Choices of UTA Seniors in the Sample

Occupation	N	%
Teacher below college level	163	20
"Undecided"	96	13
Law	57	7
College teacher	54	6
Business management	54	6
Engineering or architecture	54	6
Mathematics	47	6
Medicine	46	6
"Other"	42	5
Accounting	31	4
Social Science, service	30	4
Pharmacy	21	2
Scientific research	20	2
Armed services[a]	20	2
Sales	15	2
Home economics	12	1
Government service	11	1
Housewife	11	1
Secretarial	9	1
Art, Music	9	1
No Response	29	4
TOTAL	831	100

[a]It is not possible to ascertain if military service was planned as a career or to meet a military obligation.

TABLE A-15
Frequency Distribution, Mean, and Median for Students' Occupational Status Rating

Rating	N	%
1 (High Status)	266	32
2	269	32
3	128	15
4	13	2
5 (Low Status)	1	0
No Response	154	14
TOTAL	831	100
Mean=1.83	Median=1.77	

TABLE A-16
Frequency Distributions and Mode for Number of Acquaintances and Friends

Number of Acquaintances	N	%	Number of Friends	N	%
0- 49	101	12	None	15	2
50- 99	121	15	1- 2	77	9
100-199	173	21	3- 5	227	27
200-299	148	17	6-10	245	30
300-499	88	11	11-20	144	17
500-999	70	9	More than 20	98	11
Over 1000	44	5			
No Response	86	10	No Response	25	4
TOTAL	831	100	TOTAL	831	100
Mode=100-199			Mode=6-10		

TABLE A-17
Frequency Distributions and Means for Ratings of Participation and Evaluation of Social Activity

DEGREE OF PARTICIPATION IN SOCIAL ACTIVITY			EVALUATION OF SOCIAL ACTIVITY		
Response	N	%	Response	N	%
1. (Active)	120	14	1. (Too Active)	18	2
2.	189	23	2.	37	4
3.	147	18	3.	82	10
4.	162	20	4.	368	44
5.	89	11	5.	132	16
6.	58	7	6.	83	10
7. (Inactive)	42	4	7. (Not Active Enough)	83	10
No Response	24	3	No Response	28	4
TOTAL	831	100	TOTAL	831	100
Mean=3.30			Mean=4.38		

TABLE A-18

Socio-Political Self-Ratings of Students Along a Liberal-Conservative Dimension

TOPIC	Ratings:	1 Very Conserv-ative	2	3	4	5	6	7 Very Liberal	No Response	Mean	Median	S.D.
POLITICAL	N	41	82	109	168	177	168	63	25	4.38	4.53	1.61
	%	5	10	13	20	21	20	8	3			
ECONOMIC	N	41	109	176	171	152	105	54	23	4.01	3.96	1.59
	%	5	13	21	21	18	13	6	3			
SEXUAL	N	60	75	95	123	160	182	115	21	4.55	4.82	1.80
	%	7	9	11	15	20	22	14	3			
RACIAL	N	31	28	61	88	163	214	225	21	5.30	5.66	1.61
	%	4	3	7	11	20	26	27	3			

TABLE A-19

Students' Ratings on Orientation Toward College Scales

TOPIC	Ratings:	1 Very Appro-priate	2	3	4	5	6	7 Very In-appro-priate	No Response	Mean	Median	S.D.
Philosophy A VOCATIONAL	N	83	104	113	85	111	178	128	25	4:35	4.65	1.98
	%	10	13	14	10	14	21	15	3			
Philosophy B ACADEMIC	N	65	106	142	118	123	160	87	26	4.19	4.25	1.82
	%	8	13	17	15	15	19	10	3			
Philosophy C COLLEGIATE	N	129	142	151	123	89	102	63	28	3.57	3.35	1.87
	%	6	17	19	15	10	12	8	3			
Philosophy D NON-CONFORMIST	N	48	20	59	80	74	143	328	29	5.25	6.00	1.97
	%	5	3	7	10	8	17	47	3			

TABLE A-20

Students' Ratings of Their Degree of Satisfaction With Various Aspects of College

Type of Satisfaction	Ratings:	1 Very low	2	3	4	5	6	7 Very high	No Response	Mean	Median	S.D.
ACADEMIC	N	21	44	68	94	229	261	69	41	4.94	5.23	1.44
	%	3	5	8	11	27	37	8	5			
INTERPERSONAL	N	23	51	83	113	142	247	132	36	4.98	5.38	1.61
	%	3	6	10	14	17	30	16	4			
INTRAPERSONAL	N	35	66	99	147	193	171	74	42	4.53	4.74	1.60
	%	4	8	12	17	23	22	9	5			
PHYSICAL FACILITIES	N	26	58	45	79	89	287	205	38	5.32	5.75	1.68
	%	3	7	5	10	11	34	25	5			
THINGS TO DO	N	26	41	33	58	93	251	288	37	5.60	6.07	1.63
	%	3	5	4	7	11	30	34	5			
OVERALL	N	24	63	56	42	127	298	176	41	5.27	5.77	1.66
	%	3	8	7	5	16	35	22	5			

Appendix B Sources of Influence Questionnaire

May 10, 1968

Dear Graduating Senior:

The enclosed questionnaire is being mailed to all candidates for bachelor's degrees at the June 1, 1968 Commencement.

You may already have been thinking about the value of your University experience, and perhaps you have given some thought to those aspects of it that have made it most meaningful or significant to you. Certain sources of influence may have been persons or groups of persons, situations, incidents, activities, observations, experiences, or something else. Will you please assist us in making a study of sources of influence that have had significant and possibly lasting effect upon 1968 graduates of the University by completing the enclosed five forms?

Your assistance in making this study possible will be appreciated. Approximately 2,500 members of your class will receive the questionnaire. Your reply will become an important part of the most extensive study yet to be made of a graduating class at The University of Texas. It will be especially helpful if you will complete the questionnaire and return it to us in the stamped return envelope before you leave the campus. We need all replies by June 15.

Best wishes to you as you complete your degree from The University of Texas at Austin.

Sincerely,
James B. Ayres
Assistant Professor of
English and Dean of Students

JBA/em
Enclosures

BIOGRAPHICAL INFORMATION FORM

Circle or *fill in* the appropriate responses for the following items.

1. Sex: M F
2. Age: ____yrs.
3. Ethnic group: a. Negro b. Latin American c. Anglo d. Other
4. Marital Status: a. Single-not engaged b. Single-engaged c. Married d. Other (separated, divorced, widowed, etc.)
5. Religious Affiliation before coming to U.T._____
6. Rate your degree of participation now: Very Active 5 4 3 2 1 Inactive
7. Present religious affiliation:_____
8. Rate your degree of participation now: Very Active 5 4 3 2 1 Inactive
9. Briefly identify what specific source(s) of influence has (have) affected your religious involvement, and *tell* how:_____
10. My parents are: a. Both living b. Living together c. Separated d. Divorced e. Father deceased f. Mother deceased g. Father remarried h. Mother remarried
11. Ages of brothers (if any)_____
12. Ages of sisters (if any)_____
13. Number of years of formal education of *Father*:
    Pre-College: 1 2 3 4 5 6 7 8 9 10 11 12 College: 1 2 3 4
    Degrees: B.A. or B.S. M.A. or M.S. Ph.D. Other (L.L.B., M.D., Certificates)

14. Number of years of education of *Mother*:
    Pre-College: 1 2 3 4 5 6 7 8 9 10 11 12 College: 1 2 3 4
    Degrees: B.A. or B.S. M.A. or M.S. Ph.D. Other (L.L.B., M.D., Certificates)
15. Father's occupation (be specific)_____
16. Mother's occupation (be specific)_____
17. Total family (parents') annual income:
    a. Under $5,000
    b. $5,000-$7,499
    c. $7,500-$9,999
    d. $10,000-$14,999
    e. $15,000-$19,999
    f. Over $20,000
18. What town were you living in when you graduated from high school?_____
    _____ Population_____
19. How many *other* towns did you live in before graduating from high school?_____
    _____
20. Circle your *present* type of residence, *then* write the number of semesters you have lived in each type of residence in the blanks beside each type.
    a. Dormitory____
    b. Rooming House____
    c. Apartment____
    d. Fraternity or Sorority House____
    e. With parents____
    f. Other (specify)____
    g. Co-op____
    h. College House____
21. How many hour credits have you received in each of the colleges *on this* (U.T.) *campus?* (include current semester)
    a. Arts and Sciences____
    b. Education____
    c. Pharmacy____
    d. Engineering____
    e. Fine Arts____
    f. Architecture____
    g. Business____
    h. Communications____
    i. Other____
22. Have you attended another college, university or junior college?
    Yes____ No____
23. Specify which and number of hours transferred_____
    _____
24. List in order what your declared major field(s) of study have been. Be sure to include *prior* declared majors if you have changed your major during college._____
    _____
    _____
25. List the major *specific* sources of influence on your choice of course of study._____
    _____
    _____
26. What was your approximate percentile class standing in *high school* (99=highest in class; 1=lowest in class)?
    _____
27. What is your U.T. GPA? (A=3, B=2, C=1, D=0, F=0)_____
28. Do you expect to enter graduate study after receiving a degree?
    Yes____ Undecided____ No____
29. What occupation do you expect to enter after completing your formal education? Be specific._____
    _____
30. How certain are you of your choice of occupation?
    Very certain 1 2 3 4 5 6 7 Very uncertain.

31. Briefly identify what *specific sources of influence* have affected your choice of occupation._____
_____
_____

32. How are you financing your education? Please indicate *percentages* from the following sources:
    a. Self_____
    b. Parents_____
    c. Loans_____
    d. Scholarships and grants_____
    e. Other (specify)_____
    _____

33. Do you work? Yes_____ No_____
34. How active a social life have you led?
    Very Active 1 2 3 4 5 6 7 Inactive.
35. How do you feel about your social life? It has been:
    Too Active 1 2 3 4 5 6 7 Not Active Enough.
36. Do you belong to any campus organizations? Yes_____ No_____
37. If you (have) belong(ed) to any organizations, please list them by year, and indicate and position of responsibility.
    Freshman_____
    Sophomore_____
    Junior_____
    Senior_____
38. To what degree do you feel your participation in the organizations has contributed to your overall college experience?
    Waste of Time 1 2 3 4 5 6 7 Most Important Part.
39. What specific factors have contributed to the preceding answer?
    _____
    _____
    _____

40. Do you (or have you) belong(ed) to:
    a. Fraternity
    b. Sorority
    c. Men's Co-op
    d. Women's Co-op
    e. College House
    f. Other communal group (specify)_____
    _____

41. Are you presently active in one of the above? Yes_____ No_____
42. Estimate roughly how many new acquaintances you have made on this campus.
    _____

43. How many close friends do you have on this campus? Circle:
    a. 0
    b. 1-2
    c. 3-5
    d. 6-10
    e. 11-12
    f. More than 20
44. I consider myself (circle appropriate category below):

	Very Conservative						*Very Liberal*
In political terms	1	2	3	4	5	6	7
In economic matters	1	2	3	4	5	6	7
In sexual matters	1	2	3	4	5	6	7
In race relations	1	2	3	4	5	6	7

COLLEGE ATTITUDE RATING SCALES

Directions: *Please rate your degree of satisfaction with each of the major aspects of college life described below. After each description, a seven-point scale is provided. Please rate each aspect by circling the number that you feel best represents your opinion.*

I. *Academic:* This area includes all aspects of academic life at the University. Included in this area would be your feelings toward courses, their contents, value of material learned, methods of presentation of material by professors and/or teaching assistants, assignments, grading methods, etc.
My satisfaction with the academic aspects of the University is
Very low 1 2 3 4 5 6 7 Very high

II. *Interpersonal:* This area of college life includes all of your relations with other persons at the University. Included in this area would be your relations with friends, acquaintances, classmates, lab partners, roommates, faculty, staff, housemothers, managers, etc.
My satisfaction with the interpersonal aspects of the University is
Very high 1 2 3 4 5 6 7 Very low

III. *Intrapersonal:* This area involves your feelings as a student at the University. How hectic, threatening, frustrating, discouraging, or physically and mentally exhausting the environment is for you might reduce your personal comfort here. The extent to which the University provides a challenge you feel you can meet, but still leaves you some time for personal development, contemplation and pursuit of your own interests, might all contribute to your intrapersonal comfort with it.
My satisfaction with the intrapersonal aspects of the University is
Very low 1 2 3 4 5 6 7 Very high

IV. *Physical Facilities:* Included in this area are all physical aspects of the University. This includes overall campus appearance, buildings, classrooms, libraries, museums, auditoriums, gymnasiums, dormitories, Union, cafeterias, health center, playing fields, etc.
My satisfaction with the physical facilities of the University is
Very high 1 2 3 4 5 6 7 Very low

V. *Things to Do:* This area includes the many opportunities for spending your time. Included in this area would be the extra-curricular activities, athletic events, CEC events, guest speakers, movies, dances, clubs, organizations, religious organizations, dramatic presentations, musical presentations, etc.
My satisfaction with the things to do at the University is
Very low 1 2 3 4 5 6 7 Very high

VI. *Overall:* My overall satisfaction with The University of Texas is
Very high 1 2 3 4 5 6 7 Very low

ORIENTATION TOWARD COLLEGE

Directions: On every college or university campus, students hold a variety of attitudes, about their own purposes and goals while at college. The attitudes might be thought of as their "personal philosophies" which, there is reason to believe, are quite prevalent on American college campuses. As you read the four statements, attempt to determine how close each comes to your own philosophy of higher education.

PHILOSOPHY A: This philosophy emphasizes education essentially as preparation for an occupational future. Social or purely intellectual phases of campus life are relatively less important, though certainly not ignored. Concern with extracurricular activities and college traditions is relatively small. Persons holding this philosophy are usually quite committed to particular fields of study and are in college primarily to obtain training for careers in their chosen fields.

Philosophy A is: Very Appropriate 1 2 3 4 5 6 7 Very Inappropriate.

PHILOSOPHY B: This philosophy, while it does not ignore career preparation, assigns greatest importance to scholarly pursuit of knowledge and understanding wherever the pursuit may lead. This philosophy entails serious involvement in course work or independent study beyond the minimum required. Social life and organized extracurricular activities are relatively unimportant. Thus, while other aspects of college life are not to be forsaken, this philosophy attaches greatest importance to interest in ideas, pursuit of knowledge, and cultivation of the intellect.

Philosophy B is: Very Appropriate 1 2 3 4 5 6 7 Very Inappropriate.

PHILOSOPHY C: This philosophy holds that besides occupational training and/or scholarly endeavor, an important part of college life exists outside the classroom, laboratory, and library. Extracurricular activities, living-group functions, athletics, social life, rewarding friendships, and loyalty to college traditions are important elements in one's college experience and necessary to the cultivation of the well-rounded person. Thus, while not excluding academic activities, this philosophy emphasizes the importance of the extracurricular side of college life.

Philosophy C is: Very Appropriate 1 2 3 4 5 6 7 Very Inappropriate.

PHILOSOPHY D: This is a philosophy held by the student who either deeply questions or consciously rejects commonly held value orientations in favor of his own, or who has not really decided what is to be valued and is, in a sense, searching for meaning in life. There is often deep involvement with ideas and art forms both in the classroom and in sources (often highly original and individualistic) in the wider society. There is little interest in business or professional careers; in fact, there may be a definite rejection of this kind of aspiration. Many facets of the college-organized extracurricular activities, athletics, traditions, the college administration—are ignored or viewed with disdain. In short, this philosophy may emphasize individualistic interests and styles, concern for personal identity, and often, contempt for many aspects of organized society.

Philosophy D is: Very Appropriate 1 2 3 4 5 6 7 Very Inappropriate.

Now that you have read the philosophies, rate the four according to the accuracy with which each portrays your own point of view. Rate each philosophy from 1 to 7 on the scale provided after each philosophy according to how appropriate you consider each scale.

SOURCES OF INFLUENCE RATING LIST

All of us are aware that people, activities, things, situations, experience, and incidents have had an important impact on us in shaping us into the kinds of persons we are. Who and what these influences are may vary, and the contributions that they have made upon us may also vary. Listed below are a number of possible influences. Evaluate, by circling the appropriate number, your best estimate of their contributions to you and whether this contribution has been negative or positive. If you have had no contact with the source indicated, leave it blank.

	No Contribution–Very Great Contribution							*Positive–Negative*	
Father	1	2	3	4	5	6	7	1	2
Mother	1	2	3	4	5	6	7	1	2
Brother(s)	1	2	3	4	5	6	7	1	2
Sister(s)	1	2	3	4	5	6	7	1	2
Grandparent(s)	1	2	3	4	5	6	7	1	2
Other Relative(s)	1	2	3	4	5	6	7	1	2
Hometown adult(s)	1	2	3	4	5	6	7	1	2
Hometown friend(s)	1	2	3	4	5	6	7	1	2
Professor(s) in your department	1	2	3	4	5	6	7	1	2
Other Professor(s)	1	2	3	4	5	6	7	1	2
Departmental Staff Member(s)	1	2	3	4	5	6	7	1	2
Counselor(s)	1	2	3	4	5	6	7	1	2
Minister or Religious Worker	1	2	3	4	5	6	7	1	2
Residential Adviser	1	2	3	4	5	6	7	1	2
Roommate	1	2	3	4	5	6	7	1	2
Other Co-resident(s)	1	2	3	4	5	6	7	1	2
Friend(s)	1	2	3	4	5	6	7	1	2
Spouse, Fiancé or "Steady"	1	2	3	4	5	6	7	1	2
Fellow (class) student(s)	1	2	3	4	5	6	7	1	2
Fraternal Organizations	1	2	3	4	5	6	7	1	2
Other Social Organizations	1	2	3	4	5	6	7	1	2
Vocational Organizations	1	2	3	4	5	6	7	1	2
Academic Organizations	1	2	3	4	5	6	7	1	2
Service Organizations	1	2	3	4	5	6	7	1	2
Performing Organizations	1	2	3	4	5	6	7	1	2
Religious Organizations	1	2	3	4	5	6	7	1	2
Student Government Committees	1	2	3	4	5	6	7	1	2
Union Committees	1	2	3	4	5	6	7	1	2
Y Committees	1	2	3	4	5	6	7	1	2
Class(es)	1	2	3	4	5	6	7	1	2
Church(es)	1	2	3	4	5	6	7	1	2
CEC Events	1	2	3	4	5	6	7	1	2
Books you read	1	2	3	4	5	6	7	1	2
Job	1	2	3	4	5	6	7	1	2
Campus Traditions	1	2	3	4	5	6	7	1	2

	No Contribution–Very Great Contribution							*Positive–Negative*	
Housing	1	2	3	4	5	6	7	1	2
Parties	1	2	3	4	5	6	7	1	2
Dating	1	2	3	4	5	6	7	1	2
Honors you received	1	2	3	4	5	6	7	1	2
Orientation Programs	1	2	3	4	5	6	7	1	2
Intramurals	1	2	3	4	5	6	7	1	2
Library	1	2	3	4	5	6	7	1	2
Athletic Events	1	2	3	4	5	6	7	1	2
Challenge Program	1	2	3	4	5	6	7	1	2
A campus event	1	2	3	4	5	6	7	1	2
An event of national importance	1	2	3	4	5	6	7	1	2

SPECIFIC SOURCES OF INFLUENCE

Many of the questions in other sections in this questionnaire relate to specific sources of influence in specific areas of your personality. In this section you will have an opportunity to sum up, expand and add to your previous answers in your own words. In the space below, please list and briefly explain five or more specific sources of influence during your University of Texas experience that you perceive as having had significant and lasting effects on you, your personality, attitudes, behavior and goals. These may have been persons or groups of persons, situations, experiences, incidents, activities, observations, or something else. Indicate how these sources of influence have affected you. Please be as specific and objective as you can.

1. _____

2. _____

3. _____

4. _____

5. _____

APPENDIX C Additional Statistical Tables for the Sources of Influence on College Students

TABLE C-1
Changes in Religious Affiliation of UTA Seniors

Affiliation	Pre-UT		Present		Change	
	N	%	N	%	N	%
Methodist	183	22	146	18	−37	−4
Catholic	119	14	104	12	−15	−2
Baptist	117	14	88	11	−29	−3
Episcopal	85	10	76	9	− 9	−1
Presbyterian	74	9	60	7	−14	−2
"None"	61	7	157	19	+96	+12
Jewish	41	5	41	5	0	0
"Other"	132	17	128	15	− 4	−2
No Response	20	2	31	4	+11	+2
TOTAL	831	100	831	100		

TABLE C-2
Frequency Distribution for Students' Reported Degree of Religious Activity

Degree of Activity	Pre-UT		Present		Change	
	N	%	N	%	N	%
1. (Inactive)	132	16	330	38	+198	+22
2. (Slightly Active)	109	13	178	22	+ 69	+ 9
3. (Somewhat Active)	193	23	144	18	− 49	− 5
4. (Moderately Active)	221	27	77	9	−144	−18
5. (Very Active)	133	16	54	7	− 79	− 9
No Response	43	5	48	6	+ 5	+ 1
TOTAL	831	100	831	100		
Mean	3.14		2.16		−.98***	
Median	3.29		1.84			
Mode	4.00		1.00			
SD	1.32		1.26			

***p<.001

TABLE C-3
Frequencies for Students Reported Majors

FIRST MAJOR IN COLLEGE	N	FINAL MAJOR IN COLLEGE	N
BUSINESS:	97	BUSINESS:	132
1. Accounting	30	1. Accounting	35
2. General Business	23	2. Finance	23
3. Management & Marketing	10	3. Management & Marketing	19
4. Finance	10	4. Business & Office Administration	18
5. Business & Office Administration	10	5. General Business	15
6. Pre-Law	8	6. Pre-Law	8
7. Actuarial Science	3	7. International Business	5
8. Insurance	2	8. Insurance & Real Estate	4
9. International Business	1	9. Statistics	3
		10. Actuarial Science	2

TABLE C-3 (Continued)

FIRST MAJOR IN COLLEGE	N	FINAL MAJOR IN COLLEGE	N
EDUCATION:	72	EDUCATION:	105
1. Home Economics	27	1. Home Economics	32
2. Elementary Education	20	2. Elementary Education	32
3. Education & Physical Education	15	3. Education & Physical Education	20
4. Secondary Education	5	4. Secondary Education	15
5. Special Education	4	5. Special Education	6
6. Library Science	1		
ENGINEERING AND ARCHITECTURE:	101	ENGINEERING AND ARCHITECTURE:	70
1. Chemical Engineering	23	1. Electrical Engineering	17
2. General Engineering	23	2. Chemical Engineering	13
3. Electrical Engineering	19	3. General Engineering	12
4. Architecture and Architectural Engineering	15	4. Architecture and Architectural Engineering	11
5. Aerospace Engineering	12	5. Aerospace Engineering	10
6. Civil Engineering	6	6. Civil Engineering	5
7. Mechanical & Petroleum Engineering	3	7. Mechanical Engineering	2
FINE ARTS:	25	FINE ARTS:	18
1. Art	12	1. Art	12
2. Music	7	2. Music	4
3. Drama	6	3. Drama	2
PHYSICAL SCIENCES:	215	PHYSICAL SCIENCES:	159
1. Mathematics	64	1. Mathematics	67
2. Biology; Pre-med, Pre-dental	60	2. Zoology and Botany	35
3. Zoology and Botany	33	3. Biology; Pre-med, Pre-dental	24
4. Chemistry	27	4. Chemistry	12
5. Physics	20	5. Microbiology	11
6. Microbiology	6	6. Physics	8
7. Geology	3	7. Geology	1
8. Marine Science	2	8. Computer Science	1

TABLE C-3 (Continued)

FIRST MAJOR IN COLLEGE	N	FINAL MAJOR IN COLLEGE	N
SOCIAL ARTS:	108	SOCIAL ARTS:	123
1. English	41	1. English	47
2. Romance Languages	34	2. Romance Languages	26
3. Communications-Journalism, Advertising, Radio-TV	17	3. Communications-Journalism, Advertising, Radio-TV	23
4. Other Languages	8	4. Other Languages	9
5. Philosophy	4	5. Philosophy	9
6. Classics	3	6. Classics	6
7. Linguistics	1	7. Linguistics	3
SOCIAL SCIENCES:	105	SOCIAL SCIENCES:	180
1. History	34	1. History	52
2. Government	31	2. Government	51
3. Psychology	15	3. Psychology	23
4. Economics	11	4. Sociology & Social Welfare Studies	22
5. Sociology & Social Welfare Studies	9	5. Economics	14
6. Studies: American, Latin, International	3	6. Studies: American, Latin, International	13
7. Anthropology	2	7. Anthropology	5
MISCELLANEOUS:	63	MISCELLANEOUS:	39
1. Plan II	35	1. Pharmacy	23
2. Pharmacy	15	2. Plan II	8
3. Nursing	2	3. Speech	8
Don't know, no response, undecided	45	Don't know, no response, undecided	5
TOTAL	831	TOTAL	831

TABLE C-4

Rank Order Listing of Major Classifications of Student Majors

FIRST MAJOR IN COLLEGE	N	FINAL MAJOR IN COLLEGE	N	GAINS AND LOSSES OF MAJORS	%	N
1. Physical Science & Mathematics	215	1. Social Sciences	180	1. Social Sciences	+71	+75
2. Social Arts	108	2. Physical Sciences & Mathematics	159	2. Education	+45	+33
3. Social Sciences	105	3. Business	132	3. Business	+44	+35
4. Engineering & Architecture	101	4. Social Arts	123	4. Social Arts	+13	+15
5. Business	97	5. Education	105	5. Physical Science	−26	−56
6. Education	72	6. Engineering & Architecture	70	6. Fine Arts	−28	− 7
7. Miscellaneous (Plan II) (Pharmacy) (Speech, etc.)	63	7. Miscellaneous	39	7. Engineering & Architecture	−30	−31
8. Fine Arts	25	8. Fine Arts	18	8. Miscellaneous	−38	−24
Don't know, no response undecided	45	Don't know, no response undecided	5	Don't know, no response undecided	−80	−40
TOTAL	831	TOTAL	831			

TABLE C-5

Frequencies of Students' Participation in Campus Organizations by Year

Organization	Frequency of Membership			
	Fresh.	Soph.	Jr.	Sr.
Special Interest Clubs	72	91	110	103
Student Government Committees or Activities	113	54	44	50
Texas Union Committees or Activities	15	30	21	11
Social Fraternities or Sororities	133	160	150	122
Professional or Academic	117	111	240	305
Honor or Service	41	76	60	47
Religious groups or activities	44	57	53	39
Campus Publications	17	13	13	7
Political Affairs Groups	55	57	56	57
Musical Groups	44	43	41	31
Athletic Organizations	35	27	20	13
TOTAL Number of Organizations Given	686	719	808	785

TABLE C-6

Frequency Distribution of Students' Memberships in Communal Organizations

Organization	N	%[a]
Fraternity	174	21
Sorority	142	17
Women's Co-op	27	3
Men's Co-op	26	3
"Other"	19	2
College House	11	2
TOTAL Number of Memberships in Organizations	399	48
Non-members	364	44
No response	68	8

[a]% of total N=831.

TABLE C-7

Students' Evaluation of Participation in Campus Organizations

Response	N	%
1. (waste of time)	75	9
2.	75	9
3.	78	9
4.	130	16
5.	152	18
6.	106	13
7. (most important part of University experience)	55	7
No response	160	19
TOTAL	831	100
Mean=4.1	Median=4.3	

APPENDIX D Additional Statistical Table & Figure for the Correlational Analyses of the Sources of Influence on College Students

TABLE D-1

Significant Intercorrelations Among Independent Variables Used in the Correlational Analyses

INDEPENDENT VARIABLES AND THEIR INTERCORRELATIONS

SEX Correlated With:	
GPA	.109
Vocational Orientation	.107

INCOME Correlated With:	
Intrapersonal Satisfaction	.133
Collegiate Orientation	.115
Things to do Satisfaction	.102

GPA Correlated With:	
Academic Orientation	.240
Collegiate Orientation	−.153
Sex	.109
Things to do Satisfaction	.107
Academic Satisfaction	.101
Intrapersonal Satisfaction	.098

ACADEMIC SATISFACTION Correlated With:	
Intrapersonal Satisfaction	.282
Overall Satisfaction	.260
Things to do Satisfaction	.211
Physical Facilities Satisfaction	.113
Nonconformist Orientation	−.112
GPA	.101

INTRAPERSONAL SATISFACTION Correlated With:	
Academic Satisfaction	.282
Things to do Satisfaction	.253
Overall Satisfaction	.233
Interpersonal Satisfaction	.174
Collegiate Orientation	.170
Nonconformist Orientation	−.133
Income	.133
Academic Orientation	−.105
GPA	.098

THINGS TO DO SATISFACTION Correlated With:	
Intrapersonal Satisfaction	.253
Academic Satisfaction	.211
Interpersonal Satisfaction	.131
GPA	.107
Income	.102

OVERALL SATISFACTION Correlated With:	
Physical Facilities Satisfaction	.508
Interpersonal Satisfaction	.419
Academic Satisfaction	.260
Intrapersonal Satisfaction	.233
Collegiate Orientation	.187
Nonconformist Orientation	−.167
Academic Orientation	−.119

ACADEMIC ORIENTATION Correlated With:	
Collegiate Orientation	−.429
Nonconformist Orientation	.312
GPA	.240
Vocational Orientation	.161
Overall Satisfaction	−.119
Interpersonal Satisfaction	−.110
Intrapersonal Satisfaction	−.105

VOCATIONAL ORIENTATION Correlated With:	
Collegiate Orientation	−.273
Nonconformist Orientation	−.216
Academic Orientation	.161
Sex	.107

COLLEGIATE ORIENTATION Correlated With:	
Academic Orientation	−.429
Vocational Orientation	−.273
Nonconformist Orientation	−.242
Interpersonal Satisfaction	.198
Overall Satisfaction	.187
Intrapersonal Satisfaction	.170
GPA	−.153
Income	.115

TABLE D-1 (continued)

INDEPENDENT VARIABLES AND THEIR INTERCORRELATIONS

INTERPERSONAL SATISFACTION Correlated With:		PHYSICAL FACILITIES SATISFACTION Correlated With:		NONCONFORMIST ORIENTATION Correlated With:	
Overall Satisfaction	.419	Overall Satisfaction	.508	Academic Orientation	.312
Physical Facilities Satisfaction	.307	Interpersonal Satisfaction	.307	Collegiate Orientation	−.242
Collegiate Orientation	.198	Nonconformist Orientation	−.147	Vocational Orientation	−.216
Nonconformist Orientation	−.180	Academic Satisfaction	.113	Interpersonal Satisfaction	−.180
Intrapersonal Satisfaction	.174			Overall Satisfaction	−.167
Things to do Satisfaction	.131			Physical Facilities Satisfaction	−.147
Academic Orientation	−.110			Intrapersonal Satisfaction	−.133
				Academic Satisfaction	−.112

Note.–N=831. Levels of significance were: .098=p<.01; .116=p<.001.
Regarding "high" and "low" on these variables:
Sex: "low"=men; "high"=women
Income: "low" to "high" income
GPA: "low" to "high" GPA
Satisfaction: "low" to "high" satisfaction
Orientations: "low"=orientation is inappropriate to the subject
"high"=orientation is appropriate to the subject

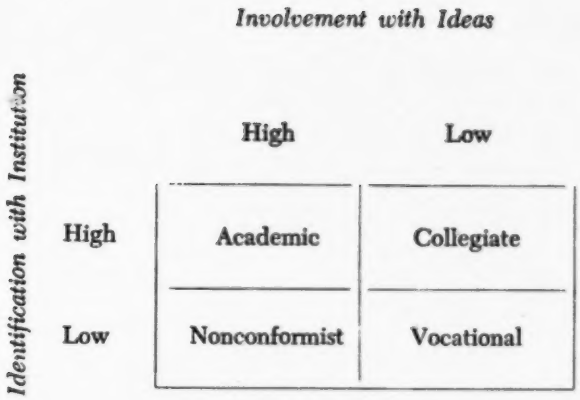

Fig. 1. Relationships among the four Orientations Toward College based upon two underlying dimensions. These relationships originate from a *rational* typology developed by Clark and Trow (1966). It is not an empirically derived one.

LIST OF TABLES

TABLE		PAGES
1.	Frequencies for Sources of Influence Affecting Religious Involvement	17
2.	Frequencies for Sources of Influence on Choice of Major	18
3.	Frequencies for Sources of Influence on Choice of Occupation	19
4.	Frequencies for Sources of Influence on Organizational Participation	19
5.	Frequencies for Specific Sources of Influence on Students' Lives (Open-Ended Responses)	22–25
6.	Rank Order of the Frequency of Response for the Major Classifications of Aversive Sources of Influence on Students' Lives (Open-Ended Responses)	26
7.	Rank Order of the Percentage of Response for the Major Classifications of Aversive Sources of Influence on Students' Lives (Open-Ended Responses)	27
8.	Rank Order of the Frequency of Response for the Major Categories of Aversive Sources of Influence on Students' Lives (Open-Ended Responses)	28
9.	Rank Order of the Percentage of Response for the Major Categories of Aversive Sources of Influence on Students' Lives (Open-Ended Responses)	29
10.	Rank Order Listing of Sources of Influence on UTA Seniors' Lives: By Frequency of Response as Specified in the *Sources of Influence Rating List*	31–33
11.	Rank Order Listing of Sources of Influence on UTA Seniors' Lives: By Percentage of Responses as Specified in the *Sources of Influence Rating List*	34–36
12.	Rank Order Listing of the Most Frequently Mentioned Sources of Influence on UTA Seniors' Lives With Respect to Five Topic-Areas of Influence	37
13.	Major Sources of Influence Consistently Identified by UTA Seniors Across the Five Free-Response Topic-Areas of Influence	39
14.	Significant Correlations of the Variable "Sex" with Various Sources of Influence	42–43
15.	Significant Correlations of the Variable "Income" with Various Sources of Influence	44
16.	Significant Correlations of the Variable "GPA" with Various Sources of Influence	46
17.	Significant Correlations of the Variable "Academic Satisfaction" with Various Sources of Influence	47
18.	Significant Correlations of the Variable "Things to Do Satisfaction" with Various Sources of Influence	48
19.	Significant Correlations of the Variable "Interpersonal Satisfaction" with Various Sources of Influence	49
20.	Significant Correlations of the Variable "Intrapersonal Satisfaction" with Various Sources of Influence	50
21.	Significant Correlations of the Variable "Physical Facilities Satisfaction" with Various Sources of Influence	51
22.	Significant Correlations of the Variable "Overall Satisfaction" with Various Sources of Influence	52
23.	Significant Correlations of the Variable "Vocational Orientation" with Various Sources of Influence	56
24.	Significant Correlations of the Variable "Academic Orientation" with Various Sources of Influence	57
25.	Significant Correlations of the Variable "Collegiate Orientation" with Various Sources of Influence	59
26.	Significant Correlations of the Variable "Nonconformist Orientation" with Various Sources of Influence	60

TABLE		PAGES
27.	Sources of Influence Rating List: Significant Correlations of "Orientations Toward College" with Given Sources of Influence	61–63
28.	Comparison of Response Tendencies Toward Sources of Influence Categories Discriminating Among Students with Different Orientations Toward College	65–66
A-1 to A-20	Statistical Tables for the Characteristics of the Sample, Chapter II, A	77–82
C-1 to C-7	Additional Statistical Tables for the Sources of Influence on College Students, Chapter III, A	91–95
D-1	Significant Intercorrelations Among Independent Variables Used in the Correlational Analyses	96–97

LIST OF FIGURES

FIGURE		PAGE
1.	Relationships Among the Four Orientations Toward College Based Upon the Two Underlying Dimensions	98

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100